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ABSTRACT

The proceedings from the March 1985 conference on rural special education present papers, abstracts, and presentation materials on a wide range of topics. Topics include: rural delivery models, a learning center approach to health and physical education, the microcomputer as an electronic teacher's aide, supervision strategies for a rural field-based special education practicum, ways to build content area skills through music and art, media catalogs, parent training, job training, transition programs, rural adaptations for mainstream classes, early childhood teacher preparation, and vocational assessment mobil unit. (CL)

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Conference Proceedings

1985

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March 19-22, 1985

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March 20 - March 22
Debra Bauder, Learning Centers
Old Main Registration Center

A Rural Delivery Model

Arrowhead Area Education Agency (AEA) is an intermediate school unit which provides a variety of special services to the 31,444 public and private school students located in 45 public and 15 parochial school districts in a nine-county area.

Arrowhead AEA is one of fifteen such agencies which came into existence on July 1, 1975. AEA's roots came from the 99 county school systems in Iowa which were originally developed before the turn of the century. These county school systems were replaced by the fifteen area education agencies.

Iowa AEA's not only provide some of the services of the old county school systems, but they provide many new innovative services.

Required services include screening, assessment and evaluation to determine whether a child is in need of special education, remedial or supportive instruction and habilitation, counseling or other aid in order to permit each child requiring special education to benefit from an educational program or service. As required by law, Arrowhead AEA employs special education personnel to provide these services. School psychologists, consultants, speech/language clinicians, school social workers, hearing conservation specialists, preschool home intervention programs, physical and occupational therapists, behavior intervention teacher, and teacher for the visually impaired.

Services offered by the agency span the field of education and are offered through three service divisions: special education, educational services, and the learning resource center (media). Professionals in all educational divisions work together with the local school districts to provide an appropriate educational opportunity for children.

The division of Special Education, Arrowhead AEA, believes that every child has an inherent right to a free appropriate program of education or training commensurate with his or her physical, emotional, social and intellectual ability and potential. In accord with Public Law 94-142 and Chapters 257, 273, 281 and 442 of the Iowa Code, special education and program services must be made available to all children requiring special education between birth and 24 years of age.

The organization of the area education agency will be of interest to administration, university faculty, school board members and staff personnel involved in providing support and assistance to the special education needs of a school system.

Practical ideas and implications have been developed through inservice modules.

March 20 - March 22
Clarice Kenney, Learning Center
Old Main Registration Center

PRESENTATION ABSTRACT

We are a small, completely rural school system of about 2,000 students, K-12. (There are only three stop lights in the entire county.) The curriculum is soundly traditional but our methods are as motivational as we can make them. In the annual state testing our system has consistently ranked at or near the top of the 66 state systems.

Our presentation explains how we use an Associated Press teletype to give practical application of all language arts skills to 4-6 graders, both regular and special ed. The program could be used with higher grade levels and should be of interest to anyone wanting to involve students in motivational ways to improve reading skills and improve their general knowledge of the world around them.

The teletype is a regular AP broadcast wire service and our students take the reams of material which come across daily, edit and rewrite it, and give a daily news broadcast over our local radio station. The presentation will explain how this is accomplished to involve all students. The very nature of the program involves parents and community, as they are our audience.

Because they are going on the air, students are highly motivated to do their best. In the process they learn phonetic analysis and pronunciation (there is a daily guide on the wire), increase their vocabulary, use all their spelling, comprehension and writing skills, and practice oral language development at a high level. As well, students collect research material in science, social studies, health and nutrition for work in other classes.

One of the greatest advantages of the program is that it involves these rural students in state and world affairs and gives them a better understanding of life outside our somewhat self-contained community.

The cost of the teletype is about $3,000.00, per year and its use is limited only to the ingenuity of the users.

March 20 - March 22
Learning Center
Old Main Registration Center
Joseph Lapidus

USING THE ENVIRONMENT AS A SPECIAL EDUCATION RESOURCE
PROPOSAL ABSTRACT- Joseph Lapidus

The aim of this learning center is to introduce the development, implementation and evaluation of a model program focusing on natural resources. Designed for rural learning disabled and behaviorally handicapped adolescents ages 15-20, the curriculum provides a unique approach to education. Many of the targeted students are from disadvantaged backgrounds; despite living in outlying areas replete with educational opportunities, the students typically lack an organized knowledge of natural resources in the rural environment.

The course units and corresponding objectives will be highlighted. The curriculum is structured into seven general topics:

1. *Introduction to Natural Resources*
2. *Forests*
3. *Wildlife*
4. *The Ocean*
5. *Farmlands*
6. *Mountains*
7. *Rivers and Lakes*

Within each of these areas, specific concepts, environmental and conservation issues, vocational opportunities, and outdoor skills associated with the particular natural resources are taught.

Experiential learning is a key element in the instructional strategy employed. A major focus of the program is to provide relevant field experiences related to the scientific, environmental, and outdoor education concepts taught. When students have an investment in an activity, learning is more likely to take place. Examples of practicum experiences will be exhibited. To further illustrate, a slide presentation chronicling the classroom and outdoor practicum activities will be shown. Materials will also be presented which demonstrate how the major content areas (including math, geography, reading, general science and social studies) can be taught and integrated within the natural resources curriculum.

As rural special educators and administrators, we are continually seeking new ways to motivate our handicapped children and youth. Educational programming combining the natural environment with more traditional content areas is specifically relevant to teachers and administrators. Although we may not have access to many of the technological educational resources of an urban area, we have available a highly reinforcing setting- the natural environment. Recognizing the intrinsically valuable characteristics of the environment, this curriculum has been developed with the hope that we may utilize our rural natural resources in providing quality educational services to our students.

March 20 - March 22
Old Main Registration Center
Larry Carmichael

LEARNING CENTER

Health and Physical Education Resources

This Learning Center will be designed to provide an awareness of various resources available to support instruction in health and physical education for handicapped students. Selected materials will be displayed which are consistent with quality practices and assessment-based instruction. Though not limited to rural settings, these materials have several characteristics of particular interest to rural educators.

This Learning Center is viewed as the first step toward the sharing of considerable information related to health and physical education services for handicapped students in rural settings.

D. Larry Carmichael, Ph.D.

Tuesday, March 19, 9:00-Noon
John VanWallegham
Diane Baumgart

The presentation will describe the use of an Echo II Speech Synthesizer and an Apple IIE microcomputer to teach functional reading words to two adults with moderate mental retardation. The instruction was part of a study comparing computer assisted instruction (CAI) with traditional, teacher presented instruction using flash cards. A counterbalanced, parallel treatments, single subject design was used. The purpose of the study was to compare the relative efficiency of the two methods. One implication of either equivalence between the two or faster acquisition with the CAI is that 1:1 and small group academic instruction could be supplemented by CAI with little or no penalty to the student. Technological supports have been suggested to ameliorate the lack of personnel resources in rural areas. However, justification of the use of technology for this purpose depends on demonstration of equivalent benefit to the learner. The rural special education classroom is likely to have a more heterogeneous population than in urban areas. Speech synthesis adds another component to the arsenal of technology available to the special education teacher. It is particularly important because it permits presentation to the learner in an auditory rather than simply visual mode thus expanding the applications of CAI and possibly increasing the individualization of which the rural special education teacher is capable.

The presentation will consist of a video-tape demonstration of the experimental activities including the two instructional methods, discussion of the results, and general discussion of the implications for special education in rural areas. Use of the technology across other populations will also be discussed.

Tuesday, March 19, 9:00-Noon
Carole Stowitschek

The Microcomputer as an Electronic Teacher's Aide

The purpose of this presentation will be to demonstrate the Microcomputer Instruction Management System (MIMS) which has been developed at Utah State University during the past year. This product was developed under contract from the Department of Education, Washington, D.C. The purpose of the system is to supplement junior high school mathematics curricula in an effort to provide students with more repetitive practice in identified deficit skill areas. Following evaluation of learner mathematic performance and teacher instructional needs, the product was developed to supplement existing curricula in identified deficit areas.

MIMS is unique since the software offers the teacher elements of CMI and CAI within a direct instruction teaching model. Essentially the product provides a teacher with: (a) an instructional management system, (b) student assessment and placement capabilities, (c) supplemental mathematics worksheets cross-referneced to standard basal textbooks, and (d) student achievement records.

The following paragraphs further explain this system:

System Components

MIMS provides teachers with the following components:

1) System Disk containing the basic files needed to use the system (1 disk using a minimum of 60K of memory).
2) Content Disks in the following areas: numeration, addition, subtraction, multiplication, division and, word problems (7 disks each using 140k of memory).
3) Teacher's Manual including: a) a full description of MIMS, b) directions for using the courseware, c) a complete listing of behavioral objectives, d) cross-referencing information to direct the teacher when re-entering the learner into regular instruction, e) suggestions for implementing MIMS in the classroom, and f) scripted teaching sequences for directing the teacher and student through the initial instruction of each new objective.

System Capabilities

1) Computerized Instructional Management. The management system assists teachers in tracking student progress within and across objectives. Placement test scores, daily performance scores, and mastery test scores may be entered into the system. Progress Records, Progress Graphs, and Summary Records allow the teacher to view student performance on an ongoing basis. Progress Records, Progress Graphs, and Summary Records may be accessed as a screen display or be printed to serve as a permanent record. Percent correct, or number of correct responses per minute are two available options of data display. A cumulative record of the student's starting and ending dates is another option available either on screen or as a printout.

2) Computerized Student Assessment. MIMS is based on sequenced objectives cross-referenced to commerical mathematics curricula (Holt, Rinehart, and Winston, Houghton-Mifflin, and Addison-Wesley). Placement and mastery tests may be printed by the computer to test the student in the content areas covered by MIMS.

3) Supplemental Worksheets. Worksheets on an individual objective may be printed in three instructional forms for each objective:

   a. **Instructional Worksheets** are designed to be used by a teacher or aide in a direct instruction setting. A scripted format (located in the Teacher's Manual) is used by the teacher. A sample problem and prompted student-helps are used to carry out the instruction process. Student-helps provide prompts to both student and teacher so that a consistent problem solving strategy is implemented. This worksheet directs the teacher and learner through the initial instruction phase, a practice problem to test concept acquisition, and four rows of randomly generated practice problems. Each worksheet is accompanied by an answer sheet.

      Applications to individual, small and large group instructional settings are included in the Teacher's Manual. This worksheet format is intended to be used by the teacher on the initial teaching of each objective.

   b. **Practice Worksheets** include a practice problem and the student-helps. The teacher can use the practice problem to test the student on the objective specific computational skill. Six rows of randomly generated problems are included for further practice. An answer sheet accompanies the practice worksheet.

   c. **Mastery Worksheets** provide the learner with seven rows of randomly generated problems with no prompts or examples. An answer sheet accompanies the worksheet.

Instruction Management System:
IMS: A NEW SOFTWARE APPROACH TO CAI

CAROLE E. STOWITSCHEK
IMS Project Director
Utah State University

Paper Presented at:

1. Computer Technology for the Handicapped, September 13, 1984 Minneapolis, Minnesota (Sponsored by Closing the Gap)
2. Discovery "84": Technology for Disabled Persons, October 1-3, 1984 Chicago, Illinois (Sponsored by University of Wisconsin - Stout)
3. North Dakota State CEC Conference, February 7-9, 1985, Dickinson, North Dakota.

INSTRUCTION MANAGEMENT SYSTEMS:

IMS: A NEW SOFTWARE APPROACH TO CAI

The Chronicle of Higher Education recently reprinted the text of "A Nation at Risk: The Imperative for Education Reform," the report from The National Commission on Excellence in Education. The most discussed finding of this report suggests that our current educational system has eroded to the point that other nations are matching and surpassing our educational achievement. One analyst, Paul Copperman, has come to the following conclusion:

> Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents. (p. 11)

Recommendations from this report stress that educators should increase their emphasis on science, mathematics, English, computer science, and social studies to establish curricula in the first crucial eight grades to provide a sound basis for further study. Other recommendations call for improvements in textbooks including a call for new instructional materials to reflect current applications in technology. Copperman further stated that "....because no textbooks in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented" (p.14).

Teachers apparently share this opinion as evidenced in a report entitled "National Needs Assessment of Educational Media and Materials for the Handicapped" (NNA), published by Educational Testing Services in 1978. Teachers report that content per se was not their most significant educational problem. The real problem, they said, was the need to modify curricula to fit the varying skills and disabilities of the mainstreamed mildly handicapped population. The report also stated that the primary reason teachers gave for needing supplementary materials was the lack of variety and the flexability to individualize the currently available materials. More specifically, currently available materials fail to provide sufficient repetition of stimuli or reinforcement and, in addition, ability to hold attention, rate of concept introduction, and language/vocabulary levels were often inappropriate for handicapped learners. The teachers strongly expressed the need to adapt materials by making improvements in the following areas: (a) independent use by the student, (b) increased supplementation, including manipulatives and gaming, (c) adaptation to a variety of disabilities, (d) different entry levels, and (e) evaluation of the student's progress.

It would appear that educators are still searching for effective materials and instructional delivery modes which can be easily adapted to the particular needs of exceptional learners. In the past, special educators have always demonstrated the availability to be innovative when designing teaching strategies to meet the needs of their students. The current microcomputer revolution currently sweeping through our schools is not an exception. Technology has often provided potential for solving curricular and instructional delivery problems of teachers such as those stated previously. Although the use of computers to provide effective instruction and instructional management is currently based more on conjecture than on empirical data, there is great potential for the computer to serve as an aide to teachers. Computers can provide: (a) assessment of current educational levels, (b) prescribed curricula based on the students' assessed needs, (c) controlled vocabulary level, (d) individualized instruction suitable to varying cognitive levels, (e) systematic repetition of instruction so that potential of concept learning is increased, and (f) monitoring and maintenance of student progress. (Taber, 1983). These attributes make the computer a potentially effective instructional delivery and management system that merits investigation.

The purpose of this article is to describe the IMS model and how it can be used by a classroom teacher to plan and implement classroom instruction. IMS is a computer based material generation and record management software program designed to be used by remedial education teachers as a supplement to traditional mathematics textbook series. IMS was developed at Utah State University under the contract from the Technology and Marketing Branch of Special Education Programs and has been field tested in secondary school resource rooms in Utah and Idaho. IMS is a unique model because it includes aspects of both CAI and CMI. IMS is intended, like many CMI programs, to be used by a teacher or teaching assistant. In includes the CMI capabilities of instructional management via a record keeping component which allows teachers to track student academic performance by objective CAI aspects of the program which include the sophisticated capacity to provide the teacher with: (a) sequenced behavioral objectives, (b) printouts of placement tests, (c) printouts of individualized worksheets, and (d) printouts of students progress records. All objectives are cross referenced to commercial mathematics textbooks so that instruction remediated with IMS may continue into the classroom.

As previously mentioned, IMS is intended to serve as a supplement to traditional mathematics textbook series. Its key advantage is its flexibility of instructional use. For example, if a student has been unsuccessful in the classroom, IMS can provide a structured instructional sequence on a particular objective including a systematic teaching strategy with accompanying teaching and testing worksheets. On the other hand, the student who needs drill and practice on specific problems can also be accommodated within the program.

Each of the major components of IMS are further described in the narrative with follows.

Sequenced Objectives

IMS is organized into a series of content specific disks. Each content disk contains mathematic algorithims which, when executed, produce a printout worksheet or test based on a particular objective. The objectives are organized in a simple to complex sequence within each content disk. The objectives also appear in the Teacher's Manual, cross referenced to a major textbook series.

Placement Tests

Individual placement tests can be generated from each disk for individual students. Specific academic deficits are identified by objective, and the student is placed within the instructional sequence. The placement test can be generated to test as few as one objective, all objectives on the disk, or a range of objectives. Individualized placement tests can be generated for a single student or may be used with a group of students with similar skills. In any situation, the items are randomly generated so that each test is different.

Worksheets

Placement of the student into the instructional sequence occurs subsequent to scoring the placement test. Since four types of randomly generated worksheets are available (Instruction, Practice, Mastery, and Review)) from IMS, teachers are provided with materials to assist in initial instruction or drill and practice activities.

Instruction Worksheets are designed to be used by a teacher in a direct instruction format. Instruction worksheets are accompanied by a scripted teaching strategy (located in a Teacher's Manual), a worked sample problem with prompted "student helps" which maybe used to direct the teacher and learner through the initial instruction phase, and several rows of randomly generated practice problems. This worksheet format is intended to be used by the teacher to teach initial concepts.

Practice Worksheets provide the "next logical step" to the initial instruction phase. The sample problem and "student helps" are included at the top of the worksheet followed by rows of problems. The teacher uses the sample problem to test whether or not the learner can compute the problem type. Once the teacher determines the students' ability to solve the problem, the practice problems can be assigned to reinforce concept acquisition.

Mastery Worksheets provide seven rows of randomly generated problems without prompts or examples. This type of worksheet is intended to be used as a drill and practice activity and to determine mastery of the content.

Review Worksheets provide one row of randomly generated problems for each selected objective. It is intended to provide data on skill maintenance.

Student Progress Records

The record keeping function provides the teacher with the capability of entering students' daily performance scores which, in turn, are deposited in data banks for each student. The teacher can retrieve these data via screen display or as a printout. A running account of daily performance scores (either tabularized or graphed), or a summary record of all objectives mastered maybe accessed on screen or as a printout. Data display options are percent correct or number of correct responses per minute. This courseware option can assist the teacher with the routine task of computing and recording student performance data but can also be used by the teacher as a tool to plan future instruction based on up to date student achievement.

Teacher's Manual

The accompanying manual maybe used by the teacher who is learning to use IMS. It includes a description of computer requirements, full instruction for "how to use IMS", trouble shooting guide, plus the cross-referencing of all IMS objectives to commercial textbooks.

Future Software Trends

What effect will the IMS model have on future software production and how will this product be received by teachers in the field? The answers to both of these questions is unresolved. To date, teachers involved in the field test or who have viewed the product voice very favorable opinions of the product's potential utility. Some teachers focus on the worksheet and testing features, stating that hours of time currently spent in searching for appropriate materials will be saved. Other teachers are just as enthusiastic about the utility of the record keeping/reporting function as an efficient method for keeping track of daily progress and the Summary Record to quantify which have reached master level.

In a society where computer literacy is growing in importance and numbers of computers in schools improves each year, teachers still experience problems with adequate access to computers. Because the IMS courseware is not used by students but by teachers as a sophisticated instructional aide it is possible IMS and other similar courseware will soon become a useful "electronic aide" in the classroom.

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Taber, F.M., Microcomputers in Special Education, The Council for Exceptional Children, Reston, Virginia, 1983.

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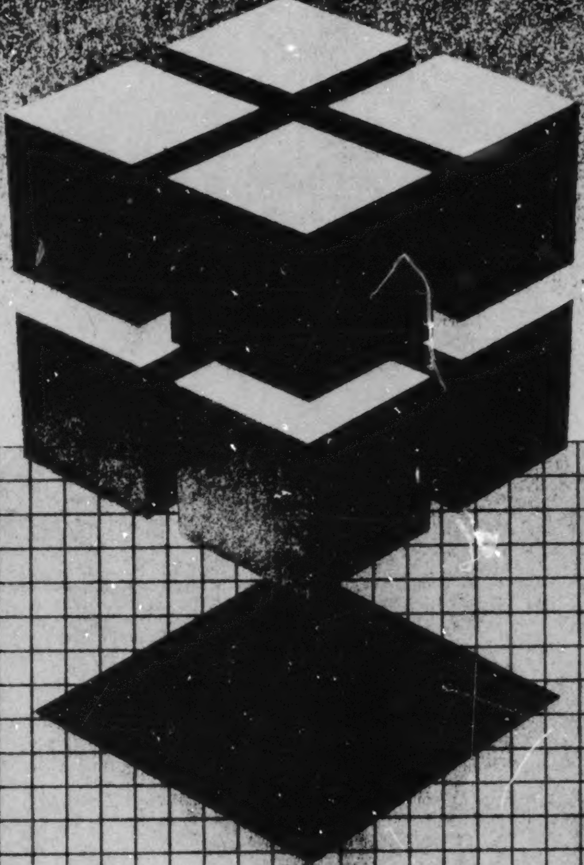

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IMS Helps Teachers Manage Instruction

Management disc eases recordkeeping and offers teachers a tool for planning future instruction.

Intended to supplement existing textbooks, IMS was developed in response to surveys designed to identify teacher needs. The surveys revealed that management, not direct instruction, is the preferred use of computers in classrooms. IMS includes these features to assist teachers with instructional management:

- Four content diskettes are used to print student tests and worksheets covering instructional objectives in numeration, basic operations (addition, subtraction, multiplication and division), and word problems.
- A student records diskette allows teachers to store and retrieve information on student progress.
- A User's Guide outlines the features of IMS and supplies teachers with step-by-step instructions on how to implement the program in the classroom.

In addition, an Instructional Supplement, which cross references the IMS instructional objectives to three basal mathematics series, may be purchased separately.

Tests Identify Learning Needs

Placement tests allow teachers to identify learning needs and devise appropriate instruction.

IMS provides both broad screening tests and individual placement tests to aid teachers with diagnosis of student learning needs. The printed screening test, included in the User's Guide for reproduction by teachers, is used to identify general content areas in which a student requires instruction. Individual placement tests are generated by computer to determine learning needs with regard to the instructional objectives included in each content area.

Worksheets Aid Instruction

Once student learning needs are pinpointed through testing, four types of computer-generated worksheets (with answers) are available to aid teachers with instruction:

Instruction worksheets supply students with a model problem that has written prompts and a solution, a trial problem to be solved with teacher assistance, and randomly generated practice problems.

Practice worksheets incorporate both a trial problem and practice problems.

Master worksheets provide problems for unprompted practice or for testing attainment of instructional objectives.

Review worksheets allow teachers to follow up on objectives previously mastered and give students additional practice.

Reports Monitor Progress

Teachers use the student records diskette to store each student's performance data and to generate progress reports. The program can provide a running account of daily performance scores as well as a summary of all objectives mastered. Progress reports can be presented in tabular form or graphed; either option can be printed or viewed on the monitor.

Teachers Like It, Kids Learn

Extensive field testing of IMS has demonstrated that the program increases student achievement and provides teachers with a valuable instructional tool. Results reveal a positive correlation between the number of IMS worksheets used by students and gains on standardized achievement tests. These findings are particularly encouraging because students participating in the field test had experienced prior difficulty with mathematics.

Results from teachers were equally positive. All teachers involved in the study agreed that there's a need for IMS or a program like it, and 87 percent of them reported they would use IMS if it were available in their school.

Hardware Requirements

The program is currently designed for use on Apple computers, but a second version for application on IBM equipment will be forthcoming. The present program works on an Apple IIe, IIc or II+ (with a language card). A monitor and printer are both required. While the program can be used with one disk drive, some features are easier and take less time if two disk drives are available.

Cost and Availability

IMS is available for purchase for $149.00. This price includes four content diskettes, the student records diskette, and the User's Guide. For information about ordering IMS, write Director of Marketing, Systems Impact, Inc., 4400 MacArthur Blvd. N.W., Suite 203, Washington, D.C. 20007.

Tuesday, March 19, 9:00-Noon
James Marchel
Joan Sebastian

PROPOSAL ABSTRACT

SUPERVISION STRATEGIES FOR A RURAL FIELD-BASED SPECIAL EDUCATION PRACTICUM

Utilizing the concept of "retooling" rural classroom teachers for a new role as special educators, a two-year field-based certification project has developed and implemented several innovative training strategies. Teachers who become involved in the certification sequence spend the first year, or Phase 1, of the program attending field-based courses. This sequence of courses focuses on developing the critical diagnostic/prescriptive skills needed for successful teaching of mildly handicapped students. During this time teachers in the program "implement" their new skills by working with handicapped students who are mainstreamed into their classrooms. Some of the teachers in the program are actually serving as Resource Teachers, on a letter of authorization from the State Office. For these teachers, practical experience with handicapped students is a reality they face daily, "learning on the job" is precisly what they are experiencing.

Following the sequence of coursework, is a required, year-long practicum experience called an internship. Ideally a teacher who is not already serving as a Resource teacher, is asked by the district to assume a postion in a resource program. (Again functioning with State Office approval on a letter of authorization). Throughout the internship year, a teacher in the program receives support and supervision in a variety of ways, from both university and rural supervisory staff.

This presentation will focus on the various supervisory procedures used during the internship phase of Rural Field-based Resource certification program. Because of the distances involved between the practicum sites several alternate strategies were utilized to provide feedback and support for the Resource teacher/interns. Adjunct supervisory faculty from the rural regions were identified and involved in the process. Everyone, supervisors and interns alike, were trained in an observation/evaluation system that was to be utilized throughout the year. This system, called Improving Teacher Competence in Special Education, was developed by practicing special education teachers in three rural districts of this state. Aspects of the data collection and performance profiling used in the ITC system will be illustrated via the use of video tapes. By emphasing a single procedure for observing and providing feedback (counseling) to interns, university and rural supervisors were able to provide consistent support during the year. Interns were also required to complete and evaluate several video tapes of their teaching performance. Emphasis in this process was on "improving" the performance of already competent, experienced classroom teachers. Problems with and some of the more creative solutions to the internship experience will also be shared.

Tuesday, March 19, 9:00-Noon
Ed DeForrest

SPECIALIZED TEACHER TRAINING IN RURAL AREAS

This presentation will describe a federally funded project providing specialized training for teachers of emotionally disturbed children working in remote rural areas.

The problems faced by teachers and administrators in remote areas include:

- difficulty in attracting and retaining ~~appropriately~~ personnel with specialized training.
- unavailability of administrative and clinical supervision.
- inadequate scheduling of university coursework to ensure appropriately trained (and retrained) teachers.
- difficulty in acquiring necessary training literature and materials.
- unavailability of ancillary diagnostic and remedial services.
- mainstreaming problems resulting from the unavailability of relevant training and consultation for "regular" classroom teachers.

Our project, (administered through a college special education department located more than 100 miles distant from the area to be served), provides:

1 - opportunity for teachers to acquire training, leading to certification in teaching the emotionally handicapped.

2 - administrative and clinical supervisory services to the teachers.

3 - self-instructional modules complementing course content.

4 - workshops relevant to the needs of rural special educators.

In addition to providing these services, the project is being developed as a model for more reliable and more consistent service by institutions of higher education to remote, rural areas. Our evaluation plan will be designed to provide data useful in refining the delivery model. Criteria will include:

1 - the cost-effectiveness of the model.

2 - the efficacy of the "weekend" course format.

3 - the utility of the modules as an adjunct to coursework.

4 - the effectiveness of clinical supervision as part of an academic program.

5 - the "receptivity" of participants for courses offered on-site instead of on-campus.

6 - the patterns of communication utilized in managing an on-site training model from a relatively distant campus.

Practical suggestions in program design of value to university faculty, administrators and teachers will be provided.

HOW CAN THE AVAILABILITY OF NEEDED EDUCATIONAL SERVICES IN SMALL, PREDOMINANTLY RURAL DISTRICTS BE IMPROVED?

Doris Helge
Executive Director
American Council on Rural Special
Education (ACRES)
Western Washington University
Bellingham, Washington

March 1985

HOW CAN THE AVAILABILITY OF NEEDED EDUCATIONAL SERVICES IN SMALL, PREDOMINANTLY RURAL DISTRICTS BE IMPROVED?

The U.S. Department of Education issued a "Rural Education Policy for the '80's" on August 23, 1983. This document stated:

> "...the Department will assist in identifying and developing special programs available for handicapped individuals located in rural areas, and..."
>
> "...the Department will provide personnel to coordinate the consolidation of available research on personnel shortages and additional needs for analysis ....Research should focus on effective practices and characteristics of effective rural programs and projects..."

The Department's responsibilities in this area should be fully implemented. Suggestions follow.

I. ADDRESSING AN EMPIRICALLY-DEFINED RURAL EDUCATION RESEARCH AGENDA

Research studies should focus on the results of a recently completed national study identifying a national rural education research agenda. Nine research clusters were identified and rank ordered, as listed below:

Rural school effectiveness
Governance and finance issues
Staff training needs; advanced technologies as resources
Teaching styles and incentives
Field-based personnel preparation
Personnel preparation (ethical issues, curriculum, methods, logistics)
Personnel recruitment and retention
School-community interaction
Rural vs. non-rural factors

Examples of specific research questions that were identified as critical to each of the nine clusters follow:

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Cluster I: Rural School Effectiveness

Questions:

1. What special educational procedures and curricula work are accepted in very small schools (under 300 ADA)?
2. How can we best measure the effectiveness of rural special education programs?
3. What makes a rural special education program effective? How does this differ from criteria that make non-rural special education programs effective?
4. What are qualitative and quantitative measures of effective rural special education leadership in rural America?
5. What are characteristics of effective rural special education collaboration (between regular and special educators, between regular and special education programs)?

Cluster II: Governance and Finance

Questions:

1. What are effective alternate financing systems for rural special education programs?
2. How do appropriate special education legal procedures differ for rural vs non-rural schools?
3. What are the effects of various service delivery systems for special education?
4. What are the differences in state special education policies for rural and non-rural environments?
5. What impact do federal and state special education mandates have on rural special education funding?
6. How does one determine cost-effective factors of rural special education service delivery?

Cluster III: Staff Training Needs; Technology as a Resource

Questions:

1. What are effective ways of serving rural gifted students? How does one identify gifted rural students who are culturally disadvantaged?
2. What are differences in teaching styles and effectiveness of rural special educators who come to the job from out of the state/region?
3. What are the incentives of pay for rural special educators and administrators? Should any rural pay incentives be developed (e.g., in the very smallest districts)?
4. What are incentives for the development of innovative rural special education programs?
5. How does the use of governmental units other than the local school district effect efficiency? How do such units effect school direction?

Cluster IV: Teaching Styles and Incentives

Questions:

1. What are the differences in teaching styles and effectiveness of rural special educators who come to the job from out of the state/region?
2. What are the incentives of pay for rural special educators and administrators? Should any rural pay incentives be developed (e.g., in the very smallest districts)?
3. What are incentives for the development of innovative rural special education programs?
4. How does the use of governmental units other than the local school district affect efficiency? How do such units effect school direction?
5. What are effective ways of serving rural gifted students? How does one identify gifted rural students who are culturally disadvantaged?

Cluster V: Field-Based Personnel Preparation

Questions:

1. How can local school districts, regional service centers, and other organizations assist in rural special education practica and practica supervision?
2. When should videotape, laser dics, or other technologies be used in place of field-based experience in rural preservice preparation?
3. What is the cost effectiveness of using different techniques (given equivalent outcomes in rural special education preservice preparation)?

Cluster VI: Preservice Preparation (ethical issues, curriculum, methods, logistics)

Questions:

1. How can preservice students be prepared to work with ethnic minority, bilingual, migrant, and other populations in rural areas?
2. What curricula are currently offered at different levels of personnel preparation for rural school systems including B.A., M.A., and Ph.D.?
3. Should rural special education personnel preparation programs prepare quality graduates from less than superior students?
4. What are the differences in the length and type of training required to reform quality graduates out of less than superior students?
5. How can superior students be recruited to train for rural special education careers?
6. What technical and human skills and knowledge should be included in a rural training program?

7. How can training programs balance the need to provide "state-of-the-art" quality role models, practicum experience, etc., with the need to expose students to the realities of rural schools?
8. How can logistical problems (e.g., travel costs, housing, etc.) of supervising rural remote preservice practica best be addressed?

Cluster VII: Personnel Recruitment and Retention

Questions:

1. What are the best procedures to recruit and retain rural special education staff? Regular education staff who work with handicapped students?
2. What kinds of procedures used by business and other non-government and government agencies (e.g., Peace Corps) for training, recruiting, and retaining personnel could be used in rural preservice preparation?
3. What specific education roles need to be filled in distinct geographic areas? (Are certain handicapping conditions more prevalent in one area or another?)

Cluster VIII: School-Community Interaction

Questions:

1. For what roles should local rural citizens/teachers be recruited? What roles should be filled by outsiders?
2. How can we secure greater community involvement in rural special education programs?

Cluster IX: Rural vs. Non-Rural

Questions:

1. How do local school objectives and expectations (for handicapped student achievement/special education programs) differ from community and student expectations of rural areas?
2. In what ways are the concerns in #1 above different from those of non-rural areas?
3. What are the differences in attitudes and self-concepts of rural vs. non-rural handicapped students?
4. What non-schooling influences are significant for rural special education programs?
5. What difference does school board composition pose for effective rural special education program functioning?
6. What aspects of rural preservice training should come from psychology or anthropological science?
7. What cross-cultural skills are needed to effectively function in rural schools?
8. What are impacts of local rural cultures on learning and behaving?

IMPROVING TEACHER COMPETENCE (ITC)

IMPLEMENTATION GUIDE

Developed by The
Utah Learning Resource Center
A Project
Funded Through
The
Utah State Office of Education
To The
Utah Special Education CSPD Consortium

October, 1983

Refined for Granite School District
(GITC)
1984

I.T.C. SCALE TITLES

1. LEARNING OBJECTIVES
2. SELECTION AND USE OF INSTRUCTIONAL MATERIALS
3. CLIMATE FOR LEARNING
4. INSTRUCTIONAL ACTIVITIES
5. PREPARATION AND ORGANIZATION
6. OPPORTUNITY FOR STUDENT PARTICIPATION
7. TEACHER REACTION TO STUDENT RESPONSE
8. BEHAVIOR MANAGEMENT
9. MONITORING OF STUDENT PROGRESS
10. ASSESSMENT (INTERVIEW SCALE)
11. IEP DEVELOPMENT (INTERVIEW SCALE)

SCALE 3: CLIMATE FOR LEARNING

A Establishes a stimulating learning environment; develops and maintains constructive relationships between teacher/student and student/student.

B Organizes classroom procedures based upon objectives to be covered; shows interest in individual students.

C Conducts class with evident lack of interest in students.

D Stresses coverage of learning objectives; shows little interest in individual students.

E Provides worthwhile learning experiences; shows interest in individual students; and demonstrates constructive teacher/student relationships.

DESCRIPTION OF SCALE 3 - CLIMATE FOR LEARNING

The educational climate within the classroom can make the learning experiences challenging, exciting, and profitable; or conversely, a poor educational climate can limit or restrict the enthusiasm for learning.

The competent teacher is concerned with the quality of the learning environment which he/she established. While it is important to have a well organized classroom and cover necessary curriculum, the teacher knows that student receptivity for learning is highest when the learning climate is comfortably encouraging, where the instructor is both friendly and accepting of the students. A student who has a successful learning experience in a stimulating and pleasant social setting will want to learn.

Observers should look for such signs of a positive learning climate as: the presence of occasional smiles and even laughter; the manner in which the teacher addresses his students; asks questions and utilizes responses; and the way in which students react to other student responses. Are students' questions and ideas invited and dealt with forthrightly without depreciation? Are mistakes and errors of judgment corrected in a manner that fosters students' positive self-esteem and at the same time providing a model that facilitates growth and development?

Further, the observer should look for signs of learner expectations. Such signs are reflected in a high level of student attention plus active participation in the instructional program.

Definitions: stimulating learning environment refers to a learning atmosphere that is characterized by a high degree of teacher and student enthusiasm, positive intereactions, warm and friendly attitudes, and where a great deal of individualized and group learning of relevant objectives is taking place.

worthwhile learning environment refers to a learning situations that is characterized by a general warm and friendly atmosphere where relevant individual objectives are being met.

positive self-esteem - demonstrated by the ability to accept one's own strengths and weaknesses realistically with a positive attitude.

OBSERVATION AND INTERVIEW SHEET TEACHER: [illegible]

1. Learning Objectives

Objective or purpose stated to student
Purpose provided in written form
Responded to student feedback
Checked student understanding
Activities related to I.E.P.

○

2. Selection and Use of Instructional Materials

__Used appropriate materials
__Improved or modified materials
__Teacher used materials
__Students used materials
Note materials present in room:

○

3. Climate for Learning

__Established stimulating environment
__Developed relationship with students
__Showed interest in individual students
__Well arranged setting
__Concern for physical environment evident (lights, heat, space, etc.)

○

4. Instructional Activities

__Varied instructional activities
__Appropriate instructional activities
__Activites met needs of individuals
__Teacher directed activities
__Student directed activities

○

5. Preparation and Organization

__Planned physical arrangement of room
__Organized materials and equipment
__Thorough preparation of content
__Resourceful learning activity
__Consideration to scheduling
__Ongoing evaluation procedure

○

6. Opportunity for Student Participation

__Provided for group participation
__Provided for individual participation
__Provided for variety of participation
__Interaction was appropriate
__Utilized student input

○

7. Teacher Reaction to Student Response

__Appropriate reaction to student
__Utilized variety of consequences
__Student participation verbal
__Student participation nonverbal

○

8. Behavior Management

__Management consistent
__Praised verbally
Management system evident in form of token, point, contract system or other__________.
Describe student behavior:

○

9. Monitoring of Student Progress

__Students learning monitored daily
__Students kept records
__Teacher kept records
Note frequency, type and style of syste

○

POST OBSERVATION CONFERENCE QUESTIONS:

FORM C-1
OBSERVATION AND INTERVIEW SHEET

Date: ____________________

Teacher: ____________________

Observer/
Interviewer: ____________________

I.T.C. FORM F TEACHER COMPETENCE PROFILE

DATE:

SCALES	Scale No.	5	4	3	2	1
1. Learning Objectives	1	C	B	A	D	E
2. Selection and Use of Instructional Materials	2	E	B	A	C	D
3. Climate for Learning	3	A	E	B	D	C
4. Instructional Activities	4	C	D	A	E	B
5. Preparation and Organization	5	D	B	A	C	E
6. Opportunity for Student Participation	6	D	C	A	E	B
7. Teacher Reaction to Student Response	7	B	E	C	D	A
8. Behavior Management	8	E	B	C	D	A
9. Monitoring of Student Progress	9	E	D	B	A	C
10. Assessment (Interview Scale)	10	C	A	D	E	B
11. IEP Development (Interview Scale)	11	B	D	E	A	C

SCALES 1-8: OBSERVATION SCALES 10-11: INTERVIEW

SCALE 9: OBSERVATION AND INTERVIEW

10. Assessment (Interview Scale)

A. Describe how and what kinds of testing you use?

B. What happens after your testing is completed?

11. IEP Development (Interview Scale)

A. Who is in IEP meeting?

B. Describe the basic flow of a typical IEP meeting?

PONSE TO POST OBSERVATION CONFERENCE QUESTIONS

Clyde Shepherd
Project Director
Elliot Hall
Keene State College
Keene NH 03431
Clyde Shepherd

ORGANIZING AND MANAGING TEACHER TRAINING IN REMOTE, RURAL AREAS

This paper will describe the organization and management of a federally funded, field-based program designed to provide certification for special education teachers of emotionally handicapped children.

Access to special education training (particularly in the area of emotional disturbance) has been very difficult for many remote, rural areas. Programs have had limited success in attracting and retaining appropriately trained personnel and in providing them with adequate administrative and clinical supervision. As of early 1984, the eight Supervisory Unions comprising the rural northern half of New Hampshire enrolled 12,021 children of whom only 78 (fewer than 1%) were diagnosed as seriously emotionally disturbed. Fewer than 30% of those children were in programs staffed by certified teachers. We believed the incidence of emotional disturbance to be significantly higher than reported since (1) there were 588 children coded "LD" (seemingly a disproportionately high number) and (2) since the reported incidence ranged from 1.3% of the enrollment in one supervisory union to 12% in another. We surmised that the discrepancies in identification and diagnosis were in part attributable to the problem of insufficient numbers of teachers trained and certified in the area of emotional disturbance.

Although an alternative route to certification has been developed in New Hampshire for teachers working in areas of serious shortage, our state decided that the statewide shortage wasn't severe enough to warrant such a procedure.

Our project addressed the following issues:

- reducing the teacher "burn-out" rate
- providing a broader base of expertise in solving the children's educational problems
- encouraging the provision of more integrated program development through increased involvement by administrators

Initial planning involved the supervisory union adminstratros and teachers, state department of education officials, members of appropriate components of the university system and more than 100 special educators throughout the state. We developed a program that included the following aspects:

1. The provision in rural sites of a sequence of courses designed to provide participants with relevent training leading to certification to teach emotionally handicaped students. These courses were scheduled for weekend and intensive, concentrated sessions in summer. Students could elect to take as many courses as they wished at a tuition rate of one-third that normally charged. The course sequence followed the prescribed pattern leading to New Hamphsire State Certification:

SPED 660	Emotionally Disturbed Children
SPED 665	Teaching Emotionally Disturbed Children
SPED 607	Advanced Assessment

SPED 606 Behavior Modification
SPED 641 Communication Disorders
SPED 609 Practicum

2. The provision of formal and informal clinical and educational supervision. Formal supervision was provided through a practicum course supervised jointly by college personnel and qualified local specialists. Informal supervision was provided on an as-requested basis.

3. The provision of a series of ten, directed-study modules to all requesting them. These modules were designed to be used alone or in conjunction with the sequence of courses. The titles of the modules developed are:
   - The Field of Emotional Disturbance in Perspective
   - Legal Aspects of Emotional Disturbance and Due Process: From Referral to Placement
   - Conceptual Models of Intervention
   - Severe Emotional and Behavioral Disorders
   - Screening, Evaluation and Classification
   - Communication Disorders
   - Stress Management Techniques
   - Classroom Management
   - Exemplary Programs (A Multimedia Program)
   - Medication/Organic Factors

4. The development of credit-optional workshops on the topic of emotionally disturbed children in communities by request.

NOTES ON PROBLEMS AND SOLUTIONS

1. Communication Models

The problems associated with implementing this project were mainly related to two factors:

- The distance (over 100 miles) between our campus and the communities served.
- The multiplicity of agencies, schools, consortia and governmental bodies involved.

Since all constituents generally agreed on the basic provisions of the project, the one factor that seemed to solve all our problems was a systematic program of communication. Our basic instruments for getting information to our participants was a monthly newsletter describing developments over the past month and communicating specific future plans. This newsletter was sent to everyone we could identify having any interest in the project including administrators teachers, State Department personnel, Federal Contact persons, interested parents and to various consortia focussing on related areas. In each issue of the newsletter, we requested general and specific responses to areas of general concern in an attempt to establish two-way communication.

We also, through experimentation, found it extraordinarily effective to communicate with the communities through local media. These "ads" were placed strategically by our contact persons working in a special education consortium centrally located within the region.

Having a good working relationship with the local consortium helped in retaining good channels of communication with local superintendents and principals. This made it easy to arrange "in kind" support such as class space and made it much simpler to provide workshops and supervision.

2. Library Resources

We were not allowed to move a substantial portion of our on-campus library 100 miles north, and so the availability of materials constituted a most serious problem.

Neither the professional librarians in most school districts nor small town local libraries possess materials adequate to support graduate study in a specific field. Asking participants to drive to a suitable library on a regular basis seemed impractical and incompatible with the basic thrust of the project. Inter-library loans, while feasible, sometimes involve long delays although with better long-range planning this may be a problem we could resolve. Prior to the problem becoming a crisis, we established a small but well-chosen library of basic texts, journals and monographs at the consortium and arranged for a special education consultant to distribute, the materials on his rounds. We also provided extensive, annotated bibliographies on request which helped students to be more accurate in requesting materials by mail from libraries.

3. Transferability of Credits

Since there is no college offering special education courses near the area, the teachers had enrolled in programs throughout much of the northeast. It was considered very desirable to establish inter-college "understandings" regarding the applicability of the credits offered to the various programs in which teachers were enrolled. Generally, this was satisfactorily accomplished. It seems very important to work out these arrangements on an institutional rather than on individual basis.

4. Project Evaluation

Presently, we are past the mid point in the duration of the project. Although evaluation has been continuously documented, two formal evaluations were planned. The first, which has been completed, focussed on areas having potential for mid-course corrections. The second, scheduled as the culminating event, will be devoted to gathering material from which we can make inferences regarding the refinement of the project to enhance its potential for use in other remote areas. Among the objective measures used in evaluating the project:

- Teacher trainees' competence is to be evaluated through supervisor and instructor ratings and course grades.

- Clinical supervisors are to be evaluated through trainee ratings.

- Courses are to be evaluated by student ratings and increased competence of students.

- Modules, texts, etc. to be evaluated by student ratings.

- The overall project will be evaluated through a needs assessment procedure analogous to the one originally conducted.

We also had a lengthy December evaluation session to which all interested were invited. This provided an opportunity to discuss problems and opportunities.

In conclusion, the quality of special educational care cannot exceed the ability of the teacher to whom we entrust our children. We have objective evidence that rural special education is impeded by the relative unavailability of opportunities for training. This project represents an attempt to address this problem through the cooperative efforts of Federal, State, local and collegiate institutions.

DIVISION OF PERSONNEL PREPARATION

TECHNICAL APPLICATION REVIEW

An external technical review consisting of individual and panel technical evaluations of applications is designed to obtain the best available professional judgment regarding each application submitted to this program for funding. The individual and panel recommendations regarding the quality of the application and the statements of strengths and weaknesses form a critical base upon which final funding recommendations are made. After the external review of applications, the program staff will review the applications to verify that they are accurately assessed and that those which are recommended for funding are consistent with the regulations and with the overall intent of this program.

These instructions are composed of three major parts. Part I, Reviewer Instructions, contains information about confidentiality and conflict of interest; Part II, Directions for Technical Review, provides an overview of the review process and how to best evaluate applications; . Part III, Evaluation Criteria, provides indepth information about how to use the criteria in evaluating an application.

PART I: REVIEWER INSTRUCTIONS

A. Confidentiality

All panelists should be extremely careful not to discuss, at any time outside the panel meeting room, any application, comments, recommendations, or evaluations. Each application belongs to those who developed it, and we must safeguard the rights of each applicant. The names of individual panelists for particular applications are not released to safeguard your identity. After the review process is completed, applicants may request copies of the reviews, but the names of the panelists will be deleted from the forms.

B. Conflict of Interest

Departmental regulations require that no reviewer read an application on which he or she has a conflict of interest. A conflict of interest exists when any application pending before the Department of Education has a relationship with or involves the panelist, the panelist's spouse or partner, a profit or non-profit organization in which the panelist serves as an officer, director, trustee, partner, or employee, or any person or organization with whom the panelist has a present or anticipated relationship involving employment or financial interest.

No panel subgroup will be constituted on which two reviewers are from the same organization or institution, defined as encompassing the entire legal entity (e.g. University of California, all campuses).

If at any time, a panelist thinks that he/she may have a conflict of interest on any application, he/she should immediately talk with the program/AMPS representative of his/her panel.

Panelists who are convened are considered to be Federal employees during the time they are reviewing applications. As Federal employees, it is a conflict of interest to participate in any form of lobbying of the Congress. Panelists must be careful to avoid any contact with the Congress while in Washington at government expense.

II. DIRECTIONS FOR TECHNICAL REVIEW

The technical review of applications is generally composed of two parts: Individual Review and Panel Review. All individual reviews are completed prior to panel review.

A. Individual Review

This review should result in:

(1) A specific recommendation (Approval/Disapproval) as to whether or not a project merits support,

(2) Ratings of each evaluation criterion which accurately reflect the reviewer's judgment regarding the merits of each application reviewed, and

(3) Detailed documentation of specific strengths and weaknesses of each application which substantiates the recommendation and rating.

B. Convened Panel Review

The purpose of panel discussions is to provide for consideration of each application by individual reviewers who have appropriate expertise, but who may bring different areas of knowledge and experience to bear on the discussion.

Each application will be discussed in turn, with each reviewer having an opportunity to share his/her evaluation of the application.

Panel members will not normally change their written individual ratings or comments during or as a result of the group discussion. If, however, a reviewer changes his/her judgement of an application as a result of the discussion, the panelist may add the changed ratings in the space provided on the first page of the form and should state major reasons therefore on appropriate page(s) of the review form and date and initial each reason for amending.

C. The REVIEW FORM is intended to assist the reader in providing a detailed review of each application and a device by which judgments can be best communicated to the program.

(a) The cover of the REVIEW FORM is for identifying information. It is essential that you complete a review cover page for each application.

(b) The REVIEW FORM includes the funding criteria as stated in the program regulations. Only these criteria are to be considered when reviewing an application.

(c) Indicate your rating of each review criterion by entering an appropriate numerical score within the range given.

(1) Use the midpoint of this scale for applications that are just adequate, and rate stronger and weaker applications related to that midpoint.

(2) Do not hesitate to rate applications at either extreme when there is justification.

(d) The section labled "Strengths and Weaknesses" is provided for narrative comments regarding the strengths and weaknesses of the application on each criterion. These responses are very important in providing feedback to applicants as well as to OSERS Program personnel. Whenever possible, comments should be supported with specific examples from the application including page numbers, if appropriate.

(e) A summary of the most salient evaluation items is extremely helpful for feedback to the applicant as well as to the OSERS program staff.

Ratings should be consistent with written comments; e.g., disapproval and approval recommendations should be consistent wih ratings. If there is a discrepancy between your rating and your recommendation, please provide an explanation for the discrepancy.

Your evaluation is an important component in the review process. Your comments provide valuable input in the decision-making process, and also provide helpful feedback to the applicants - both those who are funded and those who are unsuccessful. Since the applicant may request reviewers' comments (reviewers' names are deleted), full and fair justification of your ratings is of utmost importance.

These are some characteristics of high quality reviews and evaluation statements:

- Consideration of all criteria,
- Objectivity of judgment,
- Specification of exactly what elements of a given criterion were considered,
- Differentiation of comments based on fact from those based on professional judgment,
- Specific reconciliation when an overall judgment is based on a mixture of strengths and weaknesses, and

Low quality reviews and summaries are characterized by:

- Too little documentation (e.g., "yes", "no", or "good"),
- Comments that cannot be clearly related to the criteria,
- Comments that are inconsistent with ratings or recommendations,
- Comments that are inaccurate,
- Comments that are facetious, pejorative, biased, or otherwise inappropriate or unprofessional, or
- Judgments that are outside the scope of responsibility of the reviewer.

D. Role of the Panelist

Panelists serve as impartial judges of the extent of the need for the proposed activities and of the applicants' potential for meeting that need.

Panelists who receive applications in advance should come to meetings fully prepared, with appropriate, written documentation. The documentation must provide understandable, operational feedback about the strengths and weaknesses of each proposal, so that successful grantees will be able to improve their projects and unsuccessful applicants will be able to improve future applications. In the latter case, the panel evaluation is likely to be all that applicants receive for their efforts, and it should be worthwhile.

Panelists should try to be consistent in holding all applicants to the same standards. In scoring, panelists should be especially careful to make their narrative comments consistent with their recommendations and numerical scores. For example, high praise should not be given to applications with low scores and high scores should not be given to applications with serious deficiencies. Panelists should evaluate the applicants' written responses to the published criteria. If an application lacks supporting documentation (e.g., data, sub-contracts, letters of agreement, vitae), they should not assume that it exists, even if they know the applicants apart from their applications.

In the discussion, panelists should listen to each other. It is not always possible to reach consensus, but it is possible to share insights. The ideal panel member is able to disagree with other reviewers, and to change, when new evidence is presented with regard to a particular point.

E. Role of the Program Officer

The Program Officer will not sit as a panelist, share the results of his/her analysis of the application, vote on scoring the application, discuss any prior history of the applicant, or make statements that the panel could construe as a preference for either approval or disapproval.

The Program Officer, in concert with AMPS staff, will insist on a thorough and fair review of each application. The Program Officer will answer requests for information about program regulations and assure that only the published criteria are used in individual and panel reviews. A major responsibility of the Program Officer is to review forms for accuracy and adequacy, and to return reviews that are not appropriately documented for additional information before the panel is dismissed.

F. Role of the Grants Officer

The Grants Officer shall actively participate in the delivery of the orientation and instructions to the panelists. He/she shall interpret grants management policies to panel members and shall advise panelists of conflict between their proposed actions and existing requirements. The Grants Officer may attend any portion of the review process in an advisory capacity.

As an integral part of orientation/instructions to the panelists, the Grants Officer will stress the following: the key provisions of EDGAR; the interpretation of conflict of interest; the requirements for independent reader evaluations; the requirement that all application review be based exclusively on published evaluation criteria; the requirement that discretionary grant awards be made on the basis of the quality of the submitted application; the need for concise, clear, supporting rationale for judgments; the need for the orientation and instructions to panelists to conform to rules and regulations; the need for program staff evaluations to supplement the peer review process; review forms that may be obtained under the Freedom of Information Act; that peer review, although advisory, should largely determine the rank order of funding; that the Grants Officer serves as a resource person for the readers as necessary; that applications go through additional processes after peer review; the role and responsibilities of the Grants Officer, and other information as may be appropriate.

G. Overview of the Review Process

Brief descriptions of procedures that are followed in grouping applications, selecting reviewers, ranking applications, and for reviewing applications and recommendations within DPP are contained in the following sections for your information.

1. Grouping Applications for Review

In order to process the large number of applications submitted to DPP each year, the Division has developed an Application Characteristics code sheet. The current version of the code sheet consists of applicant name, State, PR number, and six "checklist" sections. The checklist sections are (1) Category of Application (competition), (2) Curriculum Content, (3) Role of Trainee Upon Completion of Training, (4) Geographic Area Served, (5) Special Populations Served, and (6) Degree Level. At the time the applications are received, a code sheet is completed for each application. Based on the information summarized on the code sheets, applications are grouped within competitions according to common characteristics. The applications are then arranged into sets of approximately 10-15 applications for assignment to individual panel subgroups.

2. Selection of Qualified Reviewers

The information contained on the Application Characteristics code sheets is used to identify the areas of expertise need in the pools of qualified reviewers to be drawn from the DPP-maintained field reader system. In keeping with the evaluation plan, DPP staff verify field reader expertise and randomly select potential reviewers for each group of applications. The names of potential reviewers are submitted to the Office of the Director, SEP, and to the Assistant Secretary, OSERS, for review and approval. Once a list of potential reviewers is approved, DPP staff contact the potential reviewers to determine their availability and willingness to review applications. Reviewers are contacted in random order until sufficient numbers of panel subgroups are committed for each group of applications.

3. Rank Order Process

Each of the reviewers of an application independently completes the Application Evaluation Form (ED 9049). The reviewers convene in panels in Washington, D.C. The panelists discuss each application as a group, and complete and sign a panel summary.

Once all reviews are completed for a given competition, post-panel raw scores are converted to standard scores. The normalized scores of the three reviewers are averaged, and applications ranked on the basis of the average standard score.

4. Project Officer Review

Applications, completed reviews, and a rank order listing of applications are delivered to DPP Project Officers after all reviews are completed and a projected funding cutoff computed. Project Officers then review all assigned applications, as well as reviewer's scores, written comments, and overall panel recommendations. The end result of this analysis is a specific recommendation to fund or not to fund each assigned application.

5. Other Levels of Review

Branch Chiefs note their agreement or disagreement with Project Officer recommendations and provided a rationale for disagreements. Branch Chiefs then forward all documentation pertaining to the review process and funding recommendations to the Director of DPP. The recommendations are then reviewed by the Director of SEP and the Assistant Secretary for OSERS. When concurrence is obtained, the recommendations are sent to AMPS for processing. Grant Officers contact the Project Directors of recommended applications for negotiations. The Application Control Center returns the applications not recommended for funding to the applicants.

H. Evaluation Considerations

Legal and regulatory requirements mandate that evaluations be based on published selection criteria, and those criteria only. Applicants submit applications with no constraints beyond published program guidelines and evaluation criteria. Additional considerations at the point of review and evaluation would be grossly unfair. Reviewers must adhere rigorously to this concept.

Published criteria for general application evaluation are duplicated in the Technical Review Form. In some specific cases, especially Requests for Proposals, additional or alternative criteria may be established, and specific instructions provided for reviewers. In either the general or specific case, judgments regarding strengths and weaknesses should be limited strictly to issues within established criterion areas.

RECOMMENDATIONS

Over the years reviewers have offered recommendations ranging from "This application should be enshrined" to "This application should be entombed." However, our official position is that the reviewer is limited to two choices: Approval or Disapproval. Our experience shows that these distinctions are made with a high degree of reliability. The following guidance is provided to maintain and possibly to enhance this reliability.

The specific recommendations of:

a) Approval (A) - The application is worthy of support essentially as submitted. Minor modifications may still be suggested in your narrative justification, but this recommendation assumes that the project merits support even if such suggestions are rejected by the applicant. Reviewers occasionally wish to recommend certain aspects of a proposed project, but not the entire scope of the project described in the application. In such cases, the parts of the proposed work recommended for approval must be precisely noted, and documentation must clearly indicate reasons for the partial approval.

b) Disapproval (D) - This recommendation should be made if the application is unacceptable as submitted or if it is worthy of approval only with extensive modifications.

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Once all reviews are completed for a given competition, post-panel raw scores are converted to standard scores. The normalized scores of the three reviewers are averaged, and applications ranked on the basis of the average standard score.

4. Project Officer Review

Applications, completed reviews, and a rank order listing of applications are delivered to DPP Project Officers after all reviews are completed and a projected funding cutoff computed. Project Officers then review all assigned applications, as well as reviewer's scores, written comments, and overall panel recommendations. The end result of this analysis is a specific recommendation to fund or not to fund each assigned application.

5. Other Levels of Review

Branch Chiefs note their agreement or disagreement with Project Officer recommendations and provided a rationale for disagreements. Branch Chiefs then forward all documentation pertaining to the review process and funding recommendations to the Director of DPP. The recommendations are then reviewed by the Director of SEP and the Assistant Secretary for OSERS. When concurrence is obtained, the recommendations are sent to AMPS for processing. Grant Officers contact the Project Directors of recommended applications for negotiations. The Application Control Center returns the applications not recommended for funding to the applicants.

H. Evaluation Considerations

Legal and regulatory requirements mandate that evaluations be based on published selection criteria, and those criteria only. Applicants submit applications with no constraints beyond published program guidelines and evaluation criteria. Additional considerations at the point of review and evaluation would be grossly unfair. Reviewers must adhere rigorously to this concept.

Published criteria for general application evaluation are duplicated in the Technical Review Form. In some specific cases, especially Requests for Proposals, additional or alternative criteria may be established, and specific instructions provided for reviewers. In either the general or specific case, judgments regarding strengths and weaknesses should be limited strictly to issues within established criterion areas.

RECOMMENDATIONS

Over the years reviewers have offered recommendations ranging from "This application should be enshrined" to "This application should be entombed." However, our official position is that the reviewer is limited to two choices: Approval or Disapproval. Our experience shows that these distinctions are made with a high degree of reliability. The following guidance is provided to maintain and possibly to enhance this reliability.

The specific recommendations of:

a) Approval (A) - The application is worthy of support essentially as submitted. Minor modifications may still be suggested in your narrative justification, but this recommendation assumes that the project merits support even if such suggestions are rejected by the applicant. Reviewers occasionally wish to recommend certain aspects of a proposed project, but not the entire scope of the project described in the application. In such cases, the parts of the proposed work recommended for approval must be precisely noted, and documentation must clearly indicate reasons for the partial approval.

b) Disapproval (D) - This recommendation should be made if the application is unacceptable as submitted or if it is worthy of approval only with extensive modifications.

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RATINGS

Reviewers have expressed more concern about the assignment of numerical ratings than any other aspect of the review process. And in one sense this is the most critical determination in the evaluation. We have found that the recommendation (A or D) is the most reliable judgment required, and that the narrative documentation is the most generally useful information provided by reviewers. Nevertheless, at the critical decision point, the last application to be funded versus the first not funded, the decision is likely to hinge on the rating. Thus, it is vital to carefully consider these numerical ratings.

The major problem with ratings is appropriate anchor points. One reviewer may assume that all applications are basically good and start at the positive extreme of the scale, subtracting points for specific weaknesses. Another may assume that the applicant must prove everything, start at the negative end of the scale and give points for application strengths. While either system is likely to array applications in essentially identical order, the absolute numerical values obtained may be quite different. Such differences present difficulties when ratings must be considered across many groups and reviewers, with any one group considering only a small portion of the total pool of applications.

Establishing clear anchor points for the rating scales is complicated by the fact that Federal regulations prohibit setting arbitrary cut-off scores for acceptability.

We have found that the best procedure is to assume an application that is "just adequate" on a given criterion should fall at the mid-point of the rating scale. From this anchor point, ratings can be increased or lowered on the basis of strengths and weaknesses of the application. Adherence to this general approach to ratings will help to assure that numerical scores are consistent with recommendations and narrative, and relatively reliable across reviewers.

While experience has shown this to be the best general approach, it does seem to produce very leptokurtic distributions of scores. Such distributions frequently make the differences in values quite small in the critical range of "last funded - first not funded." The problem is compounded by an apparent reluctance of reviewers to assign extreme scores. The philosophy seems to be -- "I can find something wrong with any application," and/or "No application can be all bad." The ideal reviewer does not hesitate to assign a maximum score or a zero if such score is justified.

In those cases where only some parts of a project are recommended for support, the ratings should reflect reviewers judgments on those aspects of the project which are favorably recommended.

III. EVALUATION CRITERIA

This section provides you with additional information on each published criterion which should assist you in evaluating applications. The discussion is organized using the following three topics:

A. Criteria for Selection. The criteria listed in the first section are those stated in the program regulations. Only these criteria are to be considered when reviewing an application.

B. Discussion of the Selection Criteria. This section contains the critical interrelated factors relevant to quality planning of projects and is intended to given you further understanding of each criterion. This information was prepared by staff of the Division of Personnel Preparation in the "Quality Project Planning" document, and is sent to all applicants.

C. Guidelines for Assigning Numerical Ratings. This section provides concrete examples of appropriate scores for various levels of quality in applications. These examples are intended to give some guidance for numerical ratings to increase the uniformity in reviewer's ratings.

1. Extent of Need for the Project (25 points)

A. Review the application for information that:

(i) Shows the project meets personnel training needs consistent with the purposes of Part D of the Act;

(ii) Describes the needs addressed by the project;

(iii) Describes how the project relates to --

(a) Identified personnel shortages in the field for projects proposing to provide preservice training of personnel for careers in the fields of special education and/or related services; or

(b) Personnel training needs for special projects, parent, and volunteer projects; and

(iv) Describes the benefits to be gained by meeting proposed personnel needs.

B. This selection criterion focuses on data-based project planning. Relevant data are identified. Related studies are synthesized. The data are critiqued and discussed in terms of implications for the proposed project. The data presented become the basis of the objectives of the proposed project. Need is established in terms of the number of additional personnel currently required, or changes in population or service delivery systems which would require additional personnel or new types of personnel. The need is also established for the specific training curriculum and consists of research studies, including task analyses of roles, studies on personnel staffing patterns, research on adult learning, and instructional programming for handicapped children and youth. There should also be a discussion of other training programs responding to the same needs. Since the purpose and objectives of the project are data-based, the outcomes of the project are measureable. The intended outcomes of the project become the basis for a discussion of the benefits to be derived from the project.

Part D of the Education of the Handicapped Act (EHA) recognizes the need for assistance in training personnel for careers in special education and related areas including --

(a) Special Education teaching, including speech, language, and hearing impaired, and adaptive physical education;
(b) Related services to handicapped children and youth in educational settings;
(c) Special education supervision and administration;
(d) Special education research;
(e) Training of special education personnel and related service personnel providing special services; and
(f) Training of parents of handicapped children.

Pertinent Federal regulations, published July 10, 1984, (34 CFR Part 318), particularly the description of training priorities, Section 318.11 further define the types of training activities authorized. The types of training activities to be supported during a specific year as listed in the closing date announcement published in the Federal Register. The application must address priorities set forth in documents in order to establish that the project meets the needs recognized in Part D of the Act.

Look for information that establishes the need to train additional personnel in terms of the needs of handicapped children. Justification may include:

1. State Educational Data
    - -- CSPD
    - -- Voc Ed, Bilingual Ed, etc. (as appropriate)
    - -- Teacher Education Certification
    - -- Division of School Statistics
    - -- Letter of Support;

2. Particular type of training intervention proposed;
3. Changes in population;
4. Changes in service delivery systems which would require additional personnel; and
5. Analysis of existing programs and resources at related training centers in the same geoprahical area to prevent wasteful duplication.

In describing the benefits to be gained by meeting identified personnel needs, applications should include:

1. Delineation of the number and type of personnel to be trained through the project in order to meet the need;
2. Identification of the roles for which the trainee is prepared; and
3. Description of what placement procedures applicant agencies will use to assist the trainees in securing employment in order to meet the identified need.

C. Scoring Examples:

25 The applicant has clearly established the need for the project by citing research and need data. Information describes how the project relates to personnel needs identified by SEAs. Benefits to be gained by meeting personnel needs are clearly and fully described.

20 Needs are fully documented based on CSPD data and national needs assessment information. However, the project would be strengthened by including research data. There was no analysis of existing programs within the geographic area to prevent costly duplication.

15 The applicant addresses a critical need and has developed a strong rationale based on a review of relevant literature but does not document the need in terms of CSPD data.

10 Applicant presents data to support its interpretation of the need but data sources need to be identified. Benefits to be gained are only vaguely described.

5 The need for the project is presented, but not documented. The applicant does not clearly delineate the number of personnel to be trained and what procedures the applicant will use in order to ensure that the trainees will be prepared to meet the need described in the application.

0 The application fails to address the issue of need for the personnel to be trained.

2. Program Content (15 points)

A. Review the application for information that shows --

(i) The extent to which the application includes a description of competencies that each program participant will acquire and how the competencies will be evaluated;

(ii) The extent to which substantive content and organization of the program --

(a) Are appropriate for the attainment of knowledge and competencies that are neeeded for the provision of quality services to handicapped children and youth; and

(b) Demonstrate an awareness of relevant methods, procedures, techniques, and instructional media or materials that can be used in the preparation of personnel who serve handicapped children and youth;

(iii) The extent to which appropriate practicum facilities are available to the applicant and are used for such activities as observation, participation, practice teaching, laboratory or clinical study, internship, or other supervised experiences of adequate scope, combination, and length; and

(iv) The extent to which program philosophy, program objectives, and program activities are related to the educational needs of handicapped children and youth.

B. This selection criterion addresses the actual training curriculum to be used or developed, and the instructional methodologies and the modes of instruction to be employed. Consequently, the criterion emphasizes not only the identification of the appropriate skills to be developed in the trainee, but also the most efficient and effective methods of imparting those skills. The criterion leads to the assessment of the competencies identified, the instructional program itself (its effectiveness in developing the identified competencies, and whether it is the best way of imparting those skills), and assessment of the field based experiences for trainees.

Review of the extent to which the application describes competencies that each program participant will acquire and how the trainees will be trained should include such considerations as:

1. A list and description of competencies;
2. An explanation of how the competencies were selected;
3. Relationship of competencies to the roles of the project's graduates; and
4. An explanation of how trainees will be trained;

The extent to which substantive content and organization of the program are appropriate for the attainment of the knowledge and competencies necessary for the provision of quality educational services to handicapped children and youth can be judged by considering the:

1. Description of training program that shows the relationship of activities to program philosophy and program objectives;
2. Description of instructional units (e.g. courses, workshops, etc.) in terms of competencies;
3. Discussion of how the program and activities meet or exceed State and professionally recognized standards for the training of special education and related services personnel including such variables as:

    a. Faculty
    b. Students
    c. Resources
    d. Environment
    e. Academic offerings
    f. Reports of recent alumni and employing agencies
    g. Reports of accrediting bodies; and

4. Discussion of how the program will meet or surpass the test of "promising and useful" practices.

In demonstrating an awareness of relevant methods, procedures, techniques, and instructional media or materials that can be used in the preparation of personnel who serve handicapped children and youth, the application should include:

1. Discussion of literature and how the application responds to the research cited;
2. Description of relevant, up to date methods, procedures, techniques, instructional materials, and media to be used in this training program;
3. Demonstration of awareness of relevant methods, procedures, techniques, and instructional media or materials which have already been developed and evaluated;
4. Demonstration of creativity in adapting or adopting methods, procedures, techniques, and instructional media or materials already in existence and the capability of creating them when necessary to do so; and
5. Shows evidence of creativity in both initiating and responding to various processes designed to foster interinstitutional sharing of methods, procedures, techniques, and instructional materials.

Judging the appropriateness and availability of practicum facilities should include consideration of:

1. Description of practicum sites;
2. Explanation of the relevancy of the proposed activities at the site to the competencies sought by participants;
3. Evidence of the development and operation of a continuum of practicums ranging from simple, controlled situations to more complex field experiences throughout the training cycle;
4. Evidence that the practicum experiences are:

    a. varied,
    b. continuous,
    c. integrated,
    d. intensively supervised, and
    e. evaluated

5. Evidence that the duration of the practicum activities is sufficient to develop the intended trainee competencies; and
6. Rationale for the type and number of practicum facilities and activities which is supported by experience, professional consensus, and/or empirical data.

The extent to which the program philosophy, program objectives, and program activities are related to the educational needs of handicapped children and youth can be judged by the following indicators of quality. A good application:

1. Traces the process by which the identified needs were incorporated into the structure of the training program;
2. Explains the participatory procedures employed to ensure that the training project will be responsive to the needs of handicapped children.
3. Groups involved in the planning, and which will be involved in the implementation and evaluation of the project include:

    a. Students (trainees)
    b. Employing agencies
    c. Faculty
    d. Parents of Handicapped children
    e. Other interested persons

C. Scoring Examples:

15 The training program is an appropriate competency based model that includes defined criterion levels for achievement of each competency; controlled practicum sites are matched to the achievement of specific competencies for students and supervisors.

15 Program content is comprehensive and of high quality, offerings are current and practica locations and activities clearly related to program competencies.

10 The program content is directly related to project objectives and appears well-suited to achieving its objectives. Although competencies are listed, there is little discussion on how they will be evaluated.

10 Program is well organized, content is substantive and competencies are appropriate but applicant does not discuss methods, procedures, techniques, media, etc., that can be used in the preparation of trainees.

5 Competencies are listed but without any indication how competencies (a) will be evaluated, (b) are appropriate for students, (c) are related to methods, media, or materials. No mention of internships or other supervised experiences.

5 Discussion of competencies to be achieved is too general. More specific information is needed.

0 Applicant does not address program content, i.e., competencies are not listed; practica sites are not identified.

3. Plan of Operation (15 points)

A. Review the application for information that shows the quality of the plan of operation for the project. Look for information that shows --

(i) High quality in the design of the project;

(ii) An effective plan of management that ensures proper and efficient administration of the project;

(iii) A clear description of how the objectives of the project relate to the purpose of the program;

(iv) The way the applicant plans to use its resources and personnel to achieve each objective; and

(v) A clear description of how the applicant will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, such as -- (a) Members of racial or ethnic minority groups; (b) Women; (c) Handicapped persons; and (d) the elderly.

B. This selection criterion addresses the overall plan for the project. It explicates the project objectives, timelines, critical events, and staff and resource allocation. The criterion focuses on the clarity and logic of the plan. The plan emphasizes internal project management controls, scheduling activities, monitoring progress, and staff and student performance. Because the plan of operation covers the entire project, procedures related to activities covered by all other selection criteria are addressed.

Review of the application for information that shows the quality of the plan of operation for the project in quality of the design of the project should consider:

1. Specific activities are identified for each objective;
2. Project activites stated in measurable terms;
3. Resources, including personnel, are identified by objective.

In judging the administration of the project, does the plan include:

1. An established line of authority?
2. Clear responsibility for staff members?
3. Responsibility for supervision of activities?
4. Responsibility for evaluation of activities?
5. Responsibility for supervision of resources?
6. Activities scheduling chart?
7. Timeline projections for program activities?
8. Expectations for students?

A clear description of how the objectives of the project relate to the purpose of the program show that:

1. Each objective is related to the needs data
2. The objectives are:
    a. Relevant to achieving program goals
    b. Readily understandable
    c. Measurable
    d. Realistically attainable
    e. Professionally credible

The way the applicant plans to use its resources and personnel to achieve each objective should show:

1. Evidence that personnel allocation planning has occurred, including consideration of:
    a. Personnel charged to project budget
    b. Personnel donating time
    c. Research assistants
    d. Graduate assistants

2. Evidence that resource allocation planning has occurred should: consider:

    a. Resources provided by the applicant
    b. Resources requested in the budget

A clear description of how the applicant will provide equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented, should include:

1. Description of intended trainee population in terms of traditionally underrepresented groups,
2. Procedural steps to ensure appropriate representation,
3. Discussion provides clear, specific plans and strategies to recruit trainees and to insure that they have a successful training experience.

C. Scoring Examples:

15 The plan of operation clearly shows high quality in the design of the project, includes an effective plan of management, contains a detailed description of how objectives of the project relate to the purpose of the program, delineates the applicant's plans to use resources and personnel to achieve each objective, and does describe how the applicant will provide equal access to handicapped and minority groups.

10 The objectives, including the use of personnel and resources to attain the objectives, are clearly stated. Activities for each objective are identified and stated in measurable terms. Timelines are established. However, there is only a brief statement assuring equal access, rather than a discussion of clear specific plans and strategies the applicant will use to accomplish equal access.

5 The objectives are stated, but the management plan of the project is not clear, timelines are not clear, responsibilities of each staff member are vague.

0 The objectives are stated, but activities for each are not well delineated. Activities are not clearly measurable and responsibilities of staff members are not delineated.

4. Evaluation Plan (15 points)

A. Review the application for information that:

(i) Shows the quality of the evaluation plan for the project.

(ii) Shows the methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

B. This selection criterion focuses on the plan for evaluating the project. Emphasis is given to identifying the evaluation activities, scheduling the activities and assigning personnel to implement the activities. The criterion prompts an assessment of the evaluation activities and instruments.

Review the application regarding the quality of the evaluation plan for the project should address these major ~~elements~~::

1. Evaluation of trainee selection,
2. Evaluation of the effectiveness of training, including members of groups that have been traditionally underrepresented. This includes evaluation of the persons being served by the project such as:
    - a. Trainees
    - b. Employers
    - c. Parents of handicapped children
    - d. Handicapped children, and
    - e. Other interested community members
3. Evaluation of subsequent trainee employment,
4. Evaluation of the management/administration of the grant, including a record keeping system of each student which consists of:
    - a. The speciality area of the student
    - b. The type of endorsement sought certification
    - c. The type of position sought, and
    - d. The date planned completion of training.
5. Methods of quality control used.

The plan should address not only the type of information collected, but also:

1. How it will be collected,
2. Who will use it, and
3. When and for what kind of decisions it will be used,
4. Who is responsible for each evaluation activity, and
5. That it will be reported according to project activities.

Showing that the methods of evaluation are appropriate, objective, and quantifiable should include consideration of:

1. Evidence that the evaluation methodology is sound and based on appropriate research;

2. Procedures that ensure the objectivity of the evaluation;
3. Rationale for the types of qualifiable data to be collected;
4. Types of data to be collected including:

   a. Number of personnel to be trained each year of the grant,
   b. Categories of personnel to be trained

5. Impact of the personnel prepared on services for handicapped children.

C. Scoring Examples:

15 The evaluation plan comprehensively assesses the success of each function/activity, specifies data to be collected, states the criteria to evaluate the project's final results, specifies the positions of employment of graduates, and the graduates' judged proficiency by employers.

10 The evaluation plan comprehensively assesses the success of each function/activity, specifies data to be collected, states the criteria to evaluate the project's final results, and specifies the positions of employment of graduates. The plan fails to include the collection of any data on the graduates' proficiency as judged by their employers.

5 The evaluation plan includes some procedures to assess progress of trainees during their training but lacks any assessment of the performance of graduates following completion of their training.

0 No procedures are described to assess the project's performance or results.

5. Quality of Key Personnel (15 points)

A. Review each application for information that shows the quality of the key personnel the applicant plans to use on the project. Look for information that shows --

(i) The qualifications of the project director (if one is to be used);

(ii) The qualifications of other key personnel to be used in the project;

(iii) The time that each person plans to commit to the project; and

(iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented such as -- (a) members of racial or ethnic minority groups, (b) women, (c) handicapped persons, and (e) the elderly.

B. This criterion focuses on the credentials and assignments of the project's staff. The key is an assessment of the skills of personnel in relation to the roles they are to perform on the project and the amount of time they are to devote to the project. Obviously, all the skills needed to implement the project should be represented when the credentials of the staff are viewed collectively. The following quality indicators should be addressed:

1. The qualification of the project director (if one is to be used).

   (a) Has both formal training and experience which is related to the content of the proposed project;
   (b) Has experience as a trainer; and
   (c) Has administrative and management skills.

2. The qualifications of other key personnel.

   (a) Have appropriate mix of skills to implement the project;
   (b) Have strong background collectively in the content area(s);
   (c) Evidence mastery of relevant scholarly and professional substance;
   (d) Demonstrate the skills necessary for training students in processes by which handicapped students may be educated; and
   (e) Presents evidence of the skills of the practicum staff to conduct training, including the supervisory teachers at the site.

3. The time that each person plans to commit to the project.

   (a) Expressed in full time equivalent (FTE) units;
   (b) Referenced to an activities scheduling chart which clearly portrays who is responsible for each of the major project activities and the time to be devoted to that activity;
   (c) Address the issue of other non-profit duties of the staff, providing evidence that staff members will be available as planned. If duties exceed 1.0 FTE for any staff member, the agency's policy regarding personnel exceeding 1.0 FTE is included in the application.

4. The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented should consider the following:

   (a) A description of procedures for recruiting traditionally underrepresented groups with the appropriate skills to help implement project objects for the following roles:

      1. Project staff
      2. Advisory board
      3. Consultants

   (b) A description of procedures used to assure appropriate minority representation on the project, if the project specifically addresses the preparation of minority special education personnel, or the preparation of persons to serve specific minority groups.

C. Scoring Examples:

15 The qualifications of the Project Director and other key personnel are fully outlined showing relevant formal training and experience which are appropriate for the roles they will perform in accomplishing the goals of the project. Activities and time commitments of project personnel are clearly outlined in relation to the overall accomplishments of the project. The application clearly describes the agency's non-discriminatory employment practices.

10 Qualifications of the Project Director and other key personnel are included and are appropriate to the roles they will perform on the project. Overall time commitments of the project personnel are included, but time commitments of each staff member are not given and/or are not clearly tied into project activities. A statement of the agency's non-discriminatory employment practices is included.

5 Vitae are included for all project personnel but there is no clear rationale provided in regard to how their training and experience relates to the roles they will perform on the project. Overall time commitments of project personnel are provided but are not specific to project activites. The application indicates that the agency does not discriminate in employment and recruitment activities.

0 The qualifications of the Project Director and other key personnel are not included. The application does not provide personnel time commitments. It is not clear who will do what. The application does not address non-discriminatory employment practices. There is no statement regarding employment or recruitment efforts for those groups which have been traditionally underrepresented.

6. Adequacy of Resources (5 points)

A. Review the application for information that shows --

(i) The applicant plans to devote adequate resources to the project;

(ii) The facilities that the applicant plans to use are adequate; and

(iii) The equipment and supplies that the applicant plans to use are adequate.

B. This selection criterion focuses on the existing resources which will be available to implement the project and those additional resources for which support is requested in the application. Such existing resources may include items such as office space, demonstration classrooms, field practicum sites, computer support, word processing, media centers, libraries, relevant data bases, or an ongoing instructional program which can be built upon. The criterion emphasizes the adequacy of the resources in terms of the implementation of project objectives. Consequently, resources are idenified and their use in the project is explained.

The applicant's plans to devote adequate resources to the project should contain the following information:

1. Description of all types of existing and requested resources that will be used in implementing the project (e.g. fiscal, human, technical, equipment, and supplies);
2. Description of how resources will be used on the project;
3. Adequacy of the existing non-Federal resources combined with new resources to accomplish the project objectives is established; and

4. Explanation of reasons why and how the existing resources are not sufficient to implement the project without the requested Federal funds.

The facilities that the applicant plans to use should be adequate in terms of the following items.

1. Description of the facilities, including sites for:
    (a) Instruction; and
    (b) Laboratory or field experiences

2. Explanation of the adequacy of the facilities in relation to:
    (a) Meeting the objectives of the project;
    (b) Accessibility to handicapped populations; and
    (c) Proximity of field experience sites to the project and trainees.

The equipment and supplies that the applicant plans to use must be adequate. The following information should be included:

1. Information describing the existing equipment and supplies necessary to implement the project objectives; and

2. Explanation of reasons and justification for selecting the specific equipment and supplies.

C. Scoring Examples:

5 The applicant explains that the resources, equipment, and supplies necessary to accomplish the program objectives are available or requested. An explanation of why and how the specific resources listed will be used. A clear description of the facilities and their use is included.

3 The applicant lists the resources, equipment, and supplies needed to accomplishing program objectives. There is little discussion to justify how the resources will be used.

1 There is no discussion of adequacies of resources except for that on the budget justification page.

0 There is no discussion of adequacy of resources in the application.

7. Budget and Cost Effectiveness (10 points)

A. Review the application for information that shows that the project has an adequate budget and is cost effective. Look for information that shows --

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

B. This selection criterion addresses the funds requested in relation to the workscope described in the application. The criterion includes three basic types of fiscal concerns. Is the financial request for a given item reasonable - does it actually cost what the applicant says it costs? Is the activity to be supported necessary to impact on the needs identified in the application? Are there other less costly alternatives which could be implemented to achieve the same results?

The budget for the project should be adequate to support the project activities. Look for information that shows:

1. Evidence that major task and subtask activities have been carefully planned in detail including:

    (a) Time frame,
    (b) Personnel assignment, and
    (c) Resource allocation.

2. Clear indications that time, personnel, and resources planning have been translated into financial terms; and

3. Clear relationship between budgetary line items and project objectives can be easily observed.

Costs should be reasonable in relation to the objectives of the project. The following information should be included:

1. Activities have been costed,

2. Costs per objective are assigned,

3. Costs have been compared to similar programs in the same institution and region,

4. Cost-benefit questions have been addressed (e.g. societal cost if the needs addressed in the application were not met).

5. Amount of the fiscal and other effort that applicant will contribute is delineated,

6. Procedures that the applicant will implement to increase this contributed effort over the grant period are described.

C. Scoring Examples:

10 The applicant's budget is well planned in terms of the activities described in the application, and includes the timeframe, personnel assignment, and budget allocation. It is clear that the amount requested in each budget item is necessary to implement a project which will impact upon the needs identified in this application. The applicant's contributions are delineated and procedures to increase that contribution over the grant period are described.

7 The applicant has identified program objectives with budget data. However, some of the costs do not appear reasonable in that they are too high, e.g. travel, consultants (number and amount) in terms of the objectives of the project. The applicant's contributed effort is explained.

5 The budget is reasonable and was explained, but not directly tied to the objectives and activities.

5 The budget appears to be inflated. Costs (including salaries) appear to be higher than the workscope justifies.

3 The budget is explained, but it does not reflect the activities to be performed in this application.

0 The budget was not justified.

0 The budget was explained and justified, but is inconsistent with keeping with the limited goals of this project.

RURAL PRESERVICE MODULES
UNDER DEVELOPMENT

COMPLETED SUBCONTRACT AGREEMENTS

Career/Vocational Service Delivery Systems for Mildly to Moderately Handicapped Rural Secondary Students
by Stanley Vasa and Marilyn Scheffler
at University of Nebraska, Lincoln

Training Volunteers & Families as Paraprofessional Assistants to Serve Rural Handicapped Children
by Philip Lyon and Richard Meeved
at The College of Saint Rose, Albany, NY

Computer Application for Exceptional Learners in Rural Settings
by John Vokurka
at Western Kentucky University

Serving as a Rural Special Education Itinerant Consultant
by Dvenna Duncan
at University of Portland, Oregon

The Rural Educator's Role in Child Abuse/Neglect
by Mary Hoy
at Iowa State University, Ames

Teacher Consultation Skills in the Rural Education Setting
by Aileen Lau, Gail Raymond and Dean McIntosh
at University of South Carolina, Columbia, SC

Career Education for Rural Elementary Special Education Students
by Tom Stich and Richard Shick
at Mansfield University, Mansfield, PA

Rural Special Education Administration
by Larry Betterman
at Kearney State College, Kearney, NE

Serving the Emotionally Disturbed Student in the Rural Setting
by Clyde Shepherd
at Keane State College, Keene, NH

Technology in Rural Schools
by Daniel R. Paulson
at University of Wisconsin - Stout, Wisconsin

Delivery of Adaptive Physical Education Services in Rural Settings
by D. Larry Carmichael
at University of Vermont, Burlington, VT

Other Module Applications in Final Approval Stages

Tuesday, March 19, 9:00 - Noon
Cherie Gerych

BUILDING CONTENT AREA SKILLS THROUGH MUSIC AND ART

Music and art are natural choices as agents for learning experiences since they surround and bring enjoyment to nearly all children. Readily available in many different forms, these arts lend themselves directly to the teaching of basic skills. As motivators, they will enhance the learning atmosphere of any classroom.

Participants selecting this session will discover instructional strategies relating to music and art as linkages to teaching basic reading and content area subjects. A display of instructional media resources will illustrate ways in which learning centers can be developed to integrate art and music into the content areas while appealing to children of diverse cultural backgrounds. Participants will be able to identify effective teaching strategies suitable to the special educational needs of their students.

Both the cognitive and affective domains will be addressed through highly creative and stimulating activities. Participants will take part in a variety of educational practices designed to demonstrate the techniques introduced in the presentation. A handbook of stimulating ideas for immediate use with children with special needs will be distributed.

Tuesday, March 19, 9:00-Noon

National Rural Independent Living Networks's

ACRES Early-Bird Sesion

TITLE: Using Rural Resources to Develop an Independent Living Network

OVERVIEW:

This session will focus on training participants to develop a networking system for rural communities. Each participant will receive a kit of materials to assist them in their own community. Participasts should be interested in developing an ILN and/or serving as a resource to outlying rural communities.

The session will be 3 hours long and will cover the following topics:

(1) Techniques for Recruiting and Keeping Volunteers in Rural Areas

(2) Involving people with disabilities as Volunteers and Service Requestors

(3) Training Volunteers to provide services to people with disabilities

(4) Creating Community Awareness of Disability Issues

(5) Using a Resource Matching System.

WORKSHOP STAFF:

Sandy Watkins
Larry W. Marrs
Terry Barrett
Shirley Jones

Tuesday, March 19, 11:00 - Noon
Martee Bushfield

ABSTRACT

The technical assistance project was hosted by the West Central Educational Cooperative Service Unit to provide an information exchange system for Regions I, II and IV (Northwestern and West Central Minnesota). Through the combined efforts of the Directors of Special Education in Region IV, Minnesota State Department Consultant for Discretionary Projects, and the Director of the West Central Educational Cooperative Service Unit, the project was established.

Professionals who provide services for the severely handicapped students voluntarily completed a survey highlighting their skill areas. Once identified, these individuals can provide technical assistance through telephone conversations, exchanging materials, or "on site" consultations.

There is a need for information exchange in all areas of education. This need for communication is even greater when teaching students with severe handicaps. Through this project, Northwestern and West Central Minnesota school districts received an Apple II diskette listing professionals willing to serve as technical assistants.

Tuesday, March 19, 1:30-4:30 pm
Transition
James Meehan

Traditional Sheltered Workshops experience problems finding sufficient work for their clients and the isolation of rural settings exacerbates this situation. One approach to overcome this is to concentrate on service needed in the area; a second is to reject the traditional model and place clients into community work sites. Using the second approach this and other rehabilitation facilities have been surprised at the high rate of employment offers which spring from even "training" or "exposure" sites.

This facility continues to offer the traditional as well as non-traditional work experience. For both programs, however, we have joined many agencies in making a significant philosophical change from providing a maintenance to a transitional program.

The implications for teachers and administrators of a transitional philosophy in workshop and community work experience model include the following needs:

(1) To know what real work skills are necessary after school
(2) To understand the importance of making work experience realistic
(3) To dwell on individual strengths
(4) To provide integrated case management among sending, receiving, and funding agencies

This is our last year of operating a private school program and we are concerned that our students gain a vocational experience which will lead to a higher possibility of employment after their schooling is completed. Working with school system personnel during this transition phase has increased our awareness of the importance of vocationally preparing students for their life after school, and of changing the attitude of school personnel to recognize - as we have - the work potential of disabled persons.

My presentation will address the problems of isolated workshops, the changing philosophy of these, the ramifications for educational programs and for educators.

Tuesday, March 19, 1:30-4:30 pm

Project RAVE - Sharon Lindstrom & Sandra Sept Transition

At a time when attention is being focused on education and human resources, it is strangely inconsistent that a segment of our youth is being ignored. They can be identified as students with special needs. They are sizeable in number and varying in potential. If a goal of education is to prepare students to function in society, little opportunity is being given them to prepare to enter the world of work. If this continues, they will never be tax payers, only tax takers.

Project RAVE is an alternative curriculum guide with actual secondary classroom modules. These modules are being developed cooperatively by regular content teachers and special educators.

Upon graduation from high school Project RAVE's objective for each participating "special needs" student is that they will have sufficient knowledge and skill to be competitively employable. They will have the required skills to live independently, and if further training is desired they will be able to advance to more technical training on the post-secondary level.

Rural educators agree that providing basic practical courses of study, hands-on vocational experiences, opportunities to acquire positive attitudes and, most importantly, an increased sense of self-esteem are areas requiring the most improvement in educating special needs students. RAVE meets these needs and more!

Tuesday, March 19, 1:30-4:30
Transition
Becky Schroeder

PROPOSAL ABSTRACT

ACRES Fifth Annual National
Rural Special Education Conference

ACRES
Western Washington University
Bellingham, Washington 98225

Audience: Administrators, teachers special education, Cooperative Extension Workers

Development of Transition Programs and Community Partnerships

The development of transitional programs utilizing community partnerships includes, for our rural area, 2 low-incidence programs and diagnostic-evaluation services in conjunction with interagency collaboration.

Our rural Cooperative provides for purchase from participating school districts in the county and near outer counties diagnostic and evaluation services which include on staff three psych-examiners with varing backgrounds. Working with this staff are seventeen medical and educational consultants from Physical Theraphist to Child Psychologist to Pediatric Neurologists. We have researched the area and have negotiated with each of our consultants to work for a minimum fee and give us 110% help and committment. Our Cooperative works as a team with constant communication with DMH agencies, Easter Seals, Mo. Crippled Children, law enforcement, judges, courts, etc. to help us help children and families.

Jointly within the Cooperative we've developed two low-incidence programs (one for Hard of Hearing children which serves all hard of hearing children within the Cooperative and a Severe Behavior Disorder class which serves 6-12 grade severe behavior disordered children). In both instances the ultimate goal is, by using community help, resources, communication and staff, to get these children whenever possible back into the mainstream with their peers and to succeed. The programs work, with success stories to back.

Another interagency agreement we have is working with the State prison system and taping textbooks to help suppliment children having problems reading within the school systems.

We also help write Compliance Plans, have Awareness activities, conduct Census, collaborate publications and have CSPD and inservice meetings as well as write a consolidated application for thesmaller rural schools.

All of these programs have proven extremely productive and beneficial to the participating school districts, children, and families.

MEDIA
CATALOG
1985

FRANKLIN COUNTY
SPECIAL EDUCATION
COOPERATIVE

CREATED FOR DISSEMINATION BY:
FRANKLIN COUNTY
SPECIAL EDUCATION COOPERATIVE
BOX 440
UNION, MISSOURI
63084

Becky Schroeder, Director

INTRODUCTION

Dear Friend:

This is a Handbook of Policies, Procedures, and Services, provided by the Franklin County Special Education Cooperative Media Department for the FY '85 school year.

The goal of our Educational Program can best be attained when the Media Staff and the teachers work together. This handbook is intended to enhance this cooperative effort.

Becky Schroeder, Director
Franklin County Special
Education Cooperative
Box 440, Union, Mo.
63084

MEDIA DEPARTMENT

314-583-8936 Angie Donahue
8:00-4:00 Media Consultant

TAPING SERVICES . . . . How to Order Books from Our Catalog

1. Send a purchase order with the following information, or you may call order in over the phone.
   1. List..Title of Book
      List Publisher, copyright date, number of tapes.

   Note: If the book indicates BT, that means it is in the process of being taped and installments have been sent for our Master Files.

DELIVERY TIME:

Allow 2-3 weeks for processing your order.

RECORDING SERVICES:

(a) Inmates from 2 Missouri Prisons are dedicating their time and talents to serve the learning disabled, by recording elementary, secondary and career books on c-60 tapes. Having 2 taping centers in operation provides faster turn-around services for recording and filling orders.

(b) Please send only (1) copy of your book to be recorded. Upon completion of your book, we will return it to you.

(c) While your book is being recorded, installments will be sent. You may pay in installments or wait until the entire book is complete.

(c) The summer months are an ideal time to send books to be recorded for the new school year.

COST $$$ Since we are non-profit we must charge for materials and labor. Cost per tape $3.15. Book of around 400 pages may average 15-20 tapes.

BEST COPY AVAILABLE

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
1865 TO PRESENT	LAIDLAW BROS.	1967	40
20,000 LEAGUES UNDER THE SEA	PRYAMID PUBLICATIONS	1976	16
A BK. OF SHORT STOR.1	HARCOURT-BRACE JOVANOVICH	1969	19
A BK.OF SHORT STORIES-2	HARCOURT-BRACE-JOVANOVICH	1969	18
A CALL TO ADVENTURE	LYONS & CARNAHAN COMPANY		16
A HEALTHIER YOU	LAIDLAW BROS,	1977	13
A NIVEL	ALLYN AND BACON	1975	2
A NIVEL & AL BATE!	ALLYN AND BACON	1975	2
A PLACE FOR ME	HOLT-RINEHART & WINSTON	1973	1
A PLACE FOR ME -LEVEL 7	HOLT,RINEHART & WINSTON	1980	2
A PLACE FOR ME, LEVEL 7	HOLT-RINEHART & WINSTON	1977	2
A TREE GROWS IN BROOKLYN	HARPER AND ROW	1947	19
A WORLD POWER.U.S.HISTORY	SCOTT-FORESMAN & COMPANY	1974	26
A WRINKLE IN TIME	AMBASSADOR BOOKS	1963	11
ACROSS FIVE APRILS	FOLLETT PUB. COMPANY	1964	5
ADVEN.FOR READERS,BK.1	HARCOURT-BRACE-JOVANOVICH	1963	34
		1979	28
ADVEN.FOR READERS,BK.1-	HARCOURT-BRACE-JOVANOVICH	1973	40
ADVEN.FOR READERS,BK.2	HARCOURT-BRACE-JOVANOVICH	1979	53
	.	1979	38
ADVEN.IN AMER.LIT.-CLASSIC ED.	HARCOURT-BRACE-JOVANOVICH	1979	83
ADVEN.IN APPRECIATION	HARCOURT-BRACE-JOVANOVICH	1968	70
ADVEN.IN RDG.-CLASSIC ED.	HARCOURT-BRACE-JOVANOVICH	1968	71
ADVEN.IN RDG.LAUREATE ED.	HARCOURT-BRACE-JOVANOVICH	1963	67
ADVEN.OF HUCKLEBERRY FINN	NEW AMERICAN LIBRARY	1959	13
" " " "	SCHOLASTIC BOOK SERV.	1947	TAPING
" " " "	WORLD PUBLISHERS	1962	12
ADVEN.OF THE AMER.PEOPLE	RAND MCNALLY PUB. COMPANY	1973	34
ADVEN.OF TOM SAWYER	DALE BOOKS	1978	8
ADVENTURE AND SUSPENSE	SCHOLASTIC BOOK SERVICES	1973	7
AHORA	ALLYN & BACON	1977	2
AHORD & DENUEVO	ALLYN AND BACON	1977	2
ALAS BABYLON!	BATAM BOOKS	1959	15
ALL ALONE WITH DADDY	BEHAVIORAL PUB.	1969	1
ALL QUIET ON THE W.FRONT	FOSSETT PUB. INC.	1956	9
AMELIA BEDELIA	HARPER AND ROW	1963	1
AMERICA! AMERICA!	SCOTT-FORESMAN & COMPANY	1977	38
AMERICA!IT'S PEOPLE & VALUES	HARCOURT-BRACE-JOVANOVICH	1971	72
AMERICAN CITIZENSHP.PROG.	JANZTEN, ETAL	1977	37
AMERICAN CIVICS	HARCOURT-BRACE-JOVANOVICH	1970	51
AMERICAN CIVICS-2ND ED.	HARCOURT-BRACE-JOVANOVICH	1974	35
AMERICAN GOVERNMENT	HARCOURT-BRACE-JOVANOVICH	1974	18
AMERICAN SOCIETY-AN	BY JACK ALLEN/LITTON PUB.	1973	48
ANIMAL FARM	NEW AMERICAN LIBRARY	1946	6

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
ANNE FRANK,	POCKET BOOKS, INC.	1967	13
APRIL MORNING	BATAM BOOKS	1961	8
ARRANG. IN LITERATURE	SCOTT,FORESMAN & CO.	1979	45
ARTIC,TOP OF THE WORLD	EDUCATIONAL SOCIETY	1972	1
AUTO BODY REPAIR	CHAS. BENNETT CO.	1977	34
AUTO MECHANICS FUND.	GOODHEART-WILCOX,CO.	1974	18
BASIC ALGEBRA	HOUGHTON-MIFFLIN CO.	1977	63
BASIC GOALS IN SPELLING-7 4TH ED	WEBSTER DIV.MCGRAW-HILL	1972	19
BASIC GOALS IN SPELLING-8 4TH ED	MCGRAW-HILL (WEBSTER DIV.	1972	15
BASIC READING	J.B.LIPPINCOTT CO.	1965	21
BETTY AND HER TYPEWRITER	MCGRAW-HILLBOOK CO.	1967	2
BEYOND THE BLOCK	ALLYN AND BACON	1969	8
BIG ONES, THE	ALLYN AND BACON	1969	9
BIOLOGICAL SCIENCE-ECLOG. APP.	RAND MCNALLY PUB. COMPANY	1973	54
BIOLOGY INVESTIGATIONS	HOLT-RINEHART-WINSTON	1973	21
BIOLOGY LIVING SYSTEMS	CHARLES E. MERRILL	1979	35
BIOLOGY-INQUIRY INTO NAT. OFLIFE	ALLYN AND BACON	1977	43
BRAVE NEW WORLD,THE	HARPER AND ROW	1969	9
BUILDING SAFE DRIV.SKILLS	LEAR SIEGLER	1972	8
BUILDING THE MODERN WORLD	HARCOURT-BRACE-JOVANOVICH	1972	57
BURT THE POLICEMAN	MCGRAW-HILL BOOK CO.	1968	1
BUS.& CONSUMER MATH	ADDISON-WESLEY COMPANY	1977	38
CALL OF THE WILD	PERFECTION FORM COMPANY	1960	4
CAN YOU IMAGINE-LEVEL 6	HOLT-RINEHART & WINSTON	1977	1
" " " " "	HOLT-RINEHART-WINSTON	1980	1
CANADA & OUR LATIN AMER.NBS.	LAIDLAW PUBLISHERS	1972	16
CARMEN THE BEAUTICIAN	MCGRAW-HILL BOOK CO.		2
CARS ON ROAD & TRACK	STERLING CO.	1972	2
CASE OF,THE MISSING MONEY	SCHOLASTIC BOOK COMPANY	1974	1
CATCH 22	DELL PUB. COMPANY	1961	34
CAVALCADES - BK.6	SCOTT-FORESMAN & CO.	1965	17
CHALL.TO SCIENCE-LIFE SCIENCE	MCGRAW-HILL CO.	1973	18
CHALLENGE & CHANGE-U.S. HISTORY	LAIDLAW BROS.	1973	39
CHALLENGES TO MEET	STECK-VAUGHN COMPANY	1973	9
CHALLENGES,BOOK 8	SCOTT-FORESMAN & CO.	1967	17
CHANGING OLD WORLD,THE	SILVER BURDETT CO.	1969	15

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
CHARLOTTE'S WEB	HARPER AND ROW	1952	6
CHILD CARE & DEVELOPMENT	J.B.LIPPINCOTT, CO.	1979	9
CHILD CARE AND DEVELOP.	J.B.LIPPINCOTT	1972	9
CHILDHOOD'S END	BALLENTINE BOOKS	1953	11
CIRCLE OF STORIES - 1	HARCOURT-BRACE-JOVANOVICH	1972	8
CIRCLE OF STORIES - 2	HARCOURT-BRACE-JOVANOVICH	1972	9
CIVICS FOR TODAY	HOUGHTON-MIFFLIN CO.	1980	23
CIVIL WORLD, THE	AMERICAN HERITAGE PRESS	1971	21
CLOVERLEAF		1976	3
COLBY BK.ABOUT TRUCKS	COWARD,MCCANN, ETAL	1964	2
COLD WAR, THE	XEROX EDUCATION PUB.	1973	4
COLONIAL HERITAGE	BRUCE GENZIGER	1972	10
COMBO #401	SCOTT-FORESMAN & CO.	1970	5
COMBO #402	SCOTT-FORESMAN & CO.	1971	6
COMBO #501	SCOTT-FORESMAN & CO.	1975	13
COMING THROUGH	ALLYN AND BACON	1972	3
CON.IN SCIENCE-NEWTON ED.	HARCOURT-BRACE-JOVANOVICH	1975	15
CONC.IN SCIENCE-3RD ED.	HARCOURT-BRACE-JOVANOVICH	1972	23
CONC.IN SCIENCE-GREEN BK.	HARCOURT-BRACE-JOVANOVICH	1975	9
CONC.IN SCIENCE-PURPLE BK	HARCOURT-BRACE-JOVANOVICH	1975	26
CONSUMER DECISION MAKING-2ND ED.	SOUTH-WESTERN PUB.	1977	30
CONSUMER ECONOMIC PROBLEM	SOUTH-WESTERN PUB.CO.	1977	47
CONTENDER, THE	BATAM BOOKS	1967	4
CORTSHP.OF MILES STANDISH			2
COUNTERPOINT IN LIT.	SCOTT-FORESMAN & CO.	1974	41
CURIOUS GEORGE	HOUGHTON-MIFFLIN CO.	1969	1
DECISION MAKING IN AMER. GOV.	ALLYN AND BACON	1977	33
DECISIONS IN U.S.HISTORY	GINN AND COMPANY	1972	43
DEVELOPING CHILD,THE-3RD. ED.	CH/ .E.BENNETT CO.	1980	28
DIRECTIONS	GINN AND COMPANY	1973	5
DISCOVERY IN ENGLISH-2ND ED.	LAIDLAW BROS.	1975	15
DISCOVERY SCIENCE	CHARLES E. MERRILL	1973	15
DIVERSITY	HOUGHTON-MIFFLIN CO.	1974	27
DOG BY YOUR SIDE, A	SCHRIBNERS AND SONS	1977	2
DRIVE RIGHT	SCOTT,FORESMAN & CO.	1977	17
DRIVERS EDUC.AND TRAFFIC SAFTY	CENTER FOR SAFETY EDUC. NEW YORK	1972	20
DURANGO STREET	DELL BOOKS	1965	6
EARTH SCIENCE	LITTON EDUC. PUB. CO.	1978	33
EARTH SCIENCE;SEARCH FOR UNDERSTANDING	J.B. LIPPINCOTT	1973	18

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EARTH SCIENCE;WORLD WE LIVE IN	AMERICAN BOOK COMPANY	1975	36
ELEMENTARY SCHOOL SCIENCE	ADDISON-WESLEY	1975	4
	ADDISON-WESLEY PUB. CO.	1972	9
		1975	9
ENERGY AND POWER	GOLDEN PRESS	1962	4
ENG.FOR MEANING-BK.4	HOUGHTON-MIFFLIN CO.	1968	19
ENG.GRAMMAR & COMP.-4	HARCOURT-BRACE-WORLD	1977	29
	SCOTT, FORESMAN & CO.	1966	10
ENG.GRAMMAR & COMP.-7	HARCOURT-BRACE-WORLD	1969	19
ENGLAND IN LIT.-MEDALLION ED.	SCOTT, FORESMAN & CO.	1979	80
ENGLAND IN LITERATURE	SCOTT-FORESMAN & CO.	1976	68
ENGLISH 5	LAIDLAW BROS.	1967	14
ENGLISH 6	LAIDLAW BROS.	1967	16
ENGLISH GRAMMAR & COMP.8	HARCOURT-BRACE-WORLD	1969	32
ENGLISH GRAMMAR & COMP.9	HARCOURT-BRACE-WORLD	1973	33
EXPERIENCES IN HOMEMAKING	GINN & COMPANY	1968	21
EXPLOR. A CHANGING WORLD, THE NEW	LAIDLAW BROS.	1975	33
EXPLOR. LIFE THROUGH LIT.	SCOTT, FORESMAN & CO.	1976	55
EXPLOR. OUR WORLD REGIONS	FOLLETT PUB.COMPANY	1977	33
EXPLOR.EARTH AND SPACE	LAIDLAW BROS.	1978	31
EXPLOR.LIFE THROUGH LIT.	SCOTT, FORESMAN & CO.	1968	57
EXPLOR.OUR WORLD COMMUNITIES	FOLLETT PUB.COMPANY	1977	8
EXPLOR.OUR WORLD E.HEMISPHERE	FOLLETT PUBLISHING CO.	1977	4
EXPLOR.OUR WORLD GROUPS	FOLLETT PUB. COMPANY	1977	4
EXPLOR:OUR WORLD THE AMER ICAS	FOLLETT PUB. COMPANY	1977	31
EXPLOR.OUR WORLD-LATIN AMERICA & CANADE	FOLLETT PUB.COMPANY	1977	32
EXPLOR.REG.NEAR AND FAR-REV.ED.	FOLLETT PUB. COMPANY	1971	30
EXPLOR.REG.OF LATIN AMER. AND CANADA	FOLLETT EDUC. COMPANY	1971	24
EXPLOR.REG.OF THE E.HEMIS PHERK	FOLLETT PUB.COMPANY	1971	31

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EXPLOR.REG.OF THE W.HEMISPHERE	FOLLETT PUB. COMPANY	1971	30
EXPLOR.SCIENCE-GREEN BK.	LAIDLAW BROS.	1976	10
EXPLOR.WORLD COMMUNITIES	FOLLETT PUB. COMPANY	1971	9
EXPLOR.WORLD HIST.THE NEW	GLOBE BOOK COMPANY	1977	55
EXPLOR.WORLD REG.-W.HEMISPHERE	FOLLETT PUB.COMPANY	1975	41
EXPLOR.WORLD REG.E.HEMISP		1975	33
EXPLOR.WORLD REG.LATIN	FOLLETT PUB.COMPANY	1977	32
EXPLORING LIVING THINGS	LAIDLAW-BROS.	1977	30
EXPLORING MATTER & ENERGY	LAIDLAW BROS.	1977	25
EXPLORING MINNESOTA		1967	9
EXPLORING SCIENCE (RED BK	LAIDLAW BROS.	1976	8
FACES OF THE DEAD	YOUNG READERS PRESS	1974	1
FAMILY OF FIVE		1968	2
FEAR	SCHOLASTIC BOOK SERVICE	1974	1
FOCUS ON EARTH SCIENCE	CHARLES E. MERRILL	1976	37
FOCUS ON LIFE SCIENCE	CHARLES E. MERRILL	1977	29
FOCUS ON PHYS.SCIENCE-2ND	CHARLES E. MERRILL	1974	34
FOCUS ON PHYSICAL SCIENCE	CHARLES E. MERRILL	1977	34
FOCUS, GALAXY SERIES	SCOTT-FORESMAN & CO.	1969	33
FOCUSING ON HEALTH	STECK-VAUGHN CO.	1973	24
FOOTPRINTS	HOUGHTON-MIFFLIN CO.	1976	1
FORECASTS	GINN AND COMPANY	1973	5
FOUND.OF FREEDOM-2ND ED.	LAIDLAW BROS.PUB.	1977	33
FOUND.OF FREEDOM;U.S.HIST TO 1877	LAIDLAW BROS.	1977	45
FREE AND THE BRAVE, THE	RAND MCNALLY AND COMPANY	1977	47
FREE AND THE BRAVE,THE	RAND MCNALLY PUB. COMPANY	1973	37
FRIENDLY DOLPHINS,THE	RANDOM HOUSE	1963	3
FROM THE TOP	ALLYN AND BACON	1976	2
GALLERY,BK.1 & 2	SCOTT-FORESMAN & CO.	1977	BK.1-12 BK.2-14
GATEWAYS TO SCIENCE	MCGRAW-HILL BOOK, CO.	1979	13
GATEWAYS TO SCIENCE(ORANGE BK.	MCGRAW-HILL BOOK CO.	1979	6
GATEWAYS TO SCIENCE(RED) BK.	MCGRAW-HILL BOOK CO.	1979	3
GATEWAYS TO SCIENCE-YELLO BK.	MCGRAW-HILL BOOK CO.	1979	14
GEN.BUS.FOR ECON.UNDERST. 11TH	SOURHWESTERN PUB.(7-12)	1976	10
GEN.BUS.FOR ECON.UNDERST. 10th Ed.	SOUTHWESTERN PUB.	1971	38

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GEN.BUS.FOR ECON.UNDERST. 11TH	SOUTHWESTERN PUB.	1976	32
GEN.BUS.FOR ECON.UNDERST. 11TH	SOUTHWESTERN PUB.(UNIT1-6	1976	10
GEN.INDUSTRIAL EDUC.-5TH ED.	MCGRAW HILL BOOK COMPANY	1974	24
GENERAL SHOP,3RD. ED.	MCGRAW-HILL BOOK CO.	1963	21
GINNY,THE OFFICE ASST.	MCGRAW-HILL CO.	1967	1
GLOBAL HISTORY OF MAN,A		1974	47
GOLD BUG,THE	PERFECTION FORM CO.		3
GOV.BY THE PEOPLE	.	1972	5
GREAT EXPECTATIONS	SIMON AND SCHUSTER	1973	30
GREAT STONE FACE	PERFECTION FORM COMPANY		1
GREAT SUBWAY CHASE,THE	SCHOLASTIC BOOK COMPANY	1974	1
GREAT WAVES BREAKING	HOLT-RINEHART-WINSTON	1977	23
GUIDE TO MODERN ENG.-8	SCOTT,FORESMAN & CO.	1968	14
GUIDE TO MODERN MEALS-2ND	MCGRAW-HILL BOOK COMPANY	1970	29
HAUNTING OF HILL HOUSE	VIKING PRESS	1959	9
HEAD OF THE HOUSE		1968	2
HEALTH & GROWTH - BK.3	SCOTT,FORESMAN & CO.	1971	4
HEALTH & GROWTH -BK.2	SCOTT-FORESMAN & CO.	1971	3
HEALTH & GROWTH -BK.5	SCOTT-FORESMAN& CO.	1974	10
HEALTH & GROWTH, BK.6	SCOTT-FORESMAN & CO.	1974	9
HEALTH 6-2ND EDITION	LAIDLAW BROS.	1966	10
HEALTH 7 - 3RD. ED.	LAIDLAW BROS.	1970	12
HEALTH AND GROWTH-BK.7	SCOTT,FORESMAN & CO.	1974	14
HEATH MATH (BLUE BK.)	D.C.HEATH & CO.	1975	39
HEATH MATH (ORANGE BK)	D.C.HEATH AND CO.	1975	31
HIST.OF OUR U.S.,2ND ED.	LAIDLAW BROS.	1969	44
HIST.OF THE U.S.FROM 1877	HOLT-RINEHART-WINSTON	1979	48
HOBBITT, THE		1977	9
HOLT GEN.SCIENCE-TEACH.ED	HOLT,RINEHART-WINSTON	1979	21
HONEYCOMB		1976	3
HONG KONG	RAND MCNALLY PUB. CO.	1967	7
HOUDINI	HOLT-RINEHART-WINSTON	1959	12
HOW IT IS	ALLYN AND BACON	1972	3
HUMAN ADVENTURE, THE	ADDISON-WESLEY PUB.CO.	1977	21
HUMAN EXPRESSION, THE	J.B.LIPPINCOTT	1977	51
IAI BATE!	ALLYN AND BACON	1975	2
IF YOU COULD SEE WHAT I HEAR	HARPER AND ROW	1975	7
IMAGES	HOUGHTON-MIFFLIN COMPANY	1971	24
IMPACT OF OUR PAST-HIST.	WEB.DIV.OF MCGRAW-HILL	1976	38
IN THESE UNITED STATES	D.C. HEATH & COMPANY	1965	28
INQUIR. ABOUT TECHNOLOGYG	HOLT-RINEHART-WINSTON	1976	10
INQUIR.ABOUT AMER.HIST.	HOLT-RINEHART & WINSTON	1972	12
INTERAC.OF MATTER/ENERGY	RAND MCNALLY AND CO.	1973	16
INTERACTIONS OF EARTH AND TIMES	RAND MCNALLY	1972	9

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INTROD. PHYSICAL SCIENCE 3RD.	PRENTICE-HALL INTERNAT.	1977	10
INTROD.TO LIT.-NEW ED.	GINN & CO.	1975	34
INVESTIGATING THE EARTH		1967	38
	HOUGHTON-MIFFLIN CO.	1976	26
IRISH RED	HOLIDAY HOUSE	1951	7
JAZZ AGE, THE		1969	10
JIM FOREST SERIES	FIELD ENTERPRISES	1967	5
JOE,THE RETAIL SALESMAN	MCGRAW-HILL CO.	1966	2
JOHN,THE SEC.BEST COOK IN TOWN	MCGRAW-HILL CO.	1966	2
JOHNNY TREMAIN	DELL PUB.COMPANY	1943	12
JUST MARRIED	FOLLETT PUB. CO.	1967	2
KALEIDOSCOPE	HOUGHTON, MIFFLIN CO.	1971	17
KEEP IT CLEAN,DRYCLEANING ASST.	MCGRAW-HILL CO.	1967	1
KEYS TO GOOD ENG.(WORKBK.	THE ECONOMY CO.	1970	23
LAND FORMS/WATER FORMS	FRANK.CO.SPEC.EDUC.CO-OP	1978	2
LANG.ROUNDUP-LARIATE BK.	MCCORMICK MATHERS CO.	1976	10
LANGUAGE ROUNDUP-LARIATE-BK.	MCCORMICK-MATHERS, CO.	1976	10
LAVENDER SKYWRITERS	THE ECONOMY COMPANY	1975	15
LIFE,A BIOLOGICAL SCIENCE	HARCOURT-BRACE-JOVANOVICH	1975	37
LIFE,IT'S FORMS & CHANGES	HARCOURT-BRACE-JOVANOVICH	1968	46
LIGHT IN THE FOREST	BATAM BOOKS	1953	5
LIPPINCOTT BASIC RDG.BK.K	J.B.LIPPINCOTT	1971	13
LIPPINCOTT BASIC RDG.BK.L	J.B. LIPPINCOTT	1971	21
LIPPINCOTT BASIC RDG.BK.M	LIPPINCOTT AND CO.	1971	17
LITERATURE & LIFE, MED.ED	SCOTT, FORESMAN & CO.	1979	27
LITERATURE OF AMERICA	L.W. SINGER CO.	1969	66
LITTLE TN.ON THE PRAIRIE	HARPER AND ROW	1969	9
LIVING WORLD HISTORY	WARBANK, ETAL	1969	52
LOOK TO THE LIGHT SIDE		1970	2
	CHILDRENS PRESS	1970	2
MACMILLIAN ENG.-5TH GR.	MACMILLIAN CO.	1979	17
MACMILLIAN ENG.-6TH GR.	MACMILLIAN CO.	1979	10
MACMILLIAN ENG.SER.E,3RD. GRADE	MACMILLIAN CO.	1979	16
MACMILLIAN ENG.SER.E,4TH GRADE	MACMILLIAN CO.	1979	9
MAGICIAN,THE	DELL PUBLISHERS	1976	12

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
MAN HIS WORLD & CULTURE	LIBRARY OF CONGRESS	1974	25
MAN IN AMERICA!	SILVER-BURDETT CO.	1974	35
MAN WITHOUT A COUNTRY		1969	8
	AIRMONT PUB.	1969	8
MAN'S UNFIN.JOURNEY	HOUGHTON-MIFFLIN CO.	1978	68
MAN'S UNFINISHED JOURNEY	HOUGHTON-MIFFLIN CO.	1978	68
MASS COMMUNICATIONS ART.2	SCHOLASTIC BOOKS SERVICES	1975	10
MATH FOR INDIV.ACHIEV.	HOUGHTON-MIFFLIN CO.	1975	9 INCOM.
MATHEMATICS	HOUGHTON-MIFFLIN CO.	1978	48
	SILVER-BURDETT	1973	17
MATHEMATICS FOR INDIV.ACH	HOUGHTON-MIFFLIN CO.	1975	25
MATHEMATICS IN LIFE	SILVER BURDETT CO.	1973	17
MATTER,ITS FORMS/CHANGES	HARCOURT-BRACE-JOVANOVICH	1972	26
MAYOR OF CASTERBRIDGE,THE	NEW AMERICAN LIBRARY	1962	16
MEDLEY	HOUGHTON-MIFFLIN CO.	1976	17
MEN AND NATIONS;A WORLD HIST.	HARCOURT-BRACE-JOVANOVICH	1975	62
MESSAGES AND MEANINGS		1975	10
	SCHOLASTIC BOOK SERVICES	1975	10
MINORITIES,U.S.A.		1976	25
	GLOBE BOOK COMPANY	1976	25
MISSOURI CITIZEN, THE 3RD ED.	STATE PUB. COMPANY	1970	17
MISSOURI DRIVERS GUIDE	MO. STATE	1981	4
MISSOURI VOTERS HANDBOOK	LEAGUE OF WOMEN VOTERS	1978	6
		1978	6
MISSOURI-THE LAND WHERE	RAND MCNALLY COMPANY	1973	9
MISUNDERSTOOD ANIMALS	MCGRAW-HILL BOOK CO.	1973	8
MOD.ACT.PRO.IN SCIENCE	HOUGHTON-MIFFLIN CO.	1975	20
MOD.SCH.MATH-STRUC.& USE	HOUGHTON-MIFFLIN CO.	1972	27
MOD.SCIENCE/EARTH/SPACE/ENVIR.	HOLT, RINEHART & WINSTON	1967	32
MOD.SCIENCE/MAN/MATTER/ENERGY	HOLT, RINEHART & WINSTON	1967	27
MOD.SCIENCE/MATTER/ENERGY SPACE	HOLT-RINEHART-WINSTON	1971	22
MODERN BIOLOGY	HOLT-RINEHART AND WINSTON	1977	49
" "	RINEHARD AND WINSTON	1973	52
MODERN CHEMISTRY	HOLT-RINEHART AND WINSTON	1970	62
MODERN HEALTH	RINEHART AND WINSTON	1976	26
MODERN PHYSICAL SCIENCE	HOLT,RINEHART & WINSTON	1979	53
" " "	HOLT,RINEHART-WINSTON	1966	37

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
MODERN SCIENCE - 5	LAIDLAW BROS.	1970	11
MODERN SCIENCE, LEV.6	LAIDLAW BROS.	1970	15
MODERN WOODWORKING	GOODHEART-WILCOX CO.	1970	30
MODERN.ELEM.SCIENCE-6	HOLT-RINEHART & WINSTON	1973	8
MORE POWER(NEW OPEN HWY)	SCOTT, FORESMAN & CO.	1974	1
MOVING AHEAD-NEW OPEN HWY	SCOTT, FORESMAN & CO.	1974	4
MR.AND [illegible] JO JONES		1967	9
MYTHOLOGY	NEW AMERICAN LIBRARY	1969	15
NATURAL WORLD, THE	SILVER-BURDETT CO.	1975	15
NEVER GIVE UP -LEVEL 11	HOLT-RINEHART & WINSTON	1980	8
NEW EXPLOR.A CHANGING-WORLD	GLOBE BOOK COMPANY	1975	33
NEW EXPLOR.WORLD HIST,THE	GLOBE BOOK COMPANY	1975	55
NEW HORIZ.THR.RDG.& LIT.-BK.2	LAIDLAW BROS.	1969	24
NEW HORIZONS TH.RDG.& LIT BK.1	LAIDLAW BROS.	1964	20
NEW VOICES 1	GINN & CO.	1978	24
NEW VOICES 2	GINN AND CO.	1978	22
NEW VOICES 3	GINN AND COMPANY	1978	37
NEW VOICES 4	GINN AND CO.	1978	32
NINETEEN EIGHTY-FOUR	NEW AMERICAN LIBRARY	1961	16
NO HABLOS INGLES	CHILDRENS PRESS	1970	2
OLD WORLD, THE	MACMILLIAN PUB.CO.	1978	30
OLD YELLER	HARPER AND ROW	1956	5
ON FIRM ICE	CURRICULUM ASSOC.	1970	3
ON THE BEACH		1957	13
ON YOUR OWN	CHILDRENS PRESS	1970	2
OPEN HIGHWAYS [illegible]	SCOTT, FORESMAN & CO.	1966	10
OPEN HIGHWAYS 7	SCOTT, FORESMAN & CO.	1967	13
	SCOTT-FORESMAN & CO.	1967	13
OPEN HWY.-ROLLING ALONG	SCOTT, FORESMAN & CO.	1974	2
" " " "	SCOTT-FORESMAN & CO.	1974	2
OTHER,THE	THOMAS TRYAN		10
OUR COUNTRY	BROWN & COMPANY	1979	25
OUR FEDERAL AND STATE	R.J.S.PUBLICATIONS	1977	5
OUR WORLD AND ITS PEOPLES	ALLYN & BACON	1977	37
OUT OF SIGHT	ALLYN AND BACON	1973	3
OUTCASTS OF POKER FLAT	PERFECTION FORM COMPANY		2
OUTLOOKS THROUGH LIT.	SCOTT, FORESMAN & CO.	1968	54
	SCOTT-FORESMAN & CO.	1964	54
OUTSIDERS, THE	DELL PUBLISHING CO.	1967	5
OVER THE EDGE	ALLYN AND BACON	1972	2
PASSPORTS	HOUGHTON-MIFFLIN CO.	1976	7
PATHWAYS TO BUILD	STECK-VAUGHN	1966	10
PATTERNS IN COMMUNICATION	J.B.LIPPINCOTT CO.	1973	18
PATTERNS OF LIFE;HUMAN GROWTH & DEVELOPMENT	CHARLES E.MERRILL	1972	15

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
PAYCHECK-ACCENT JOBS	FOLLETT EDUC.CORP.	1967	1
PEARL,THE	BATAM BOOKS	1945	5
PEOPLE & ME, RDG.SKILLS BK.	BENEFIC PRESS	1975	24
PEOPLE AND CHANGE	SILVER-BURDETT CO.	1976	18
PEOPLE AND ME -LEVEL 9	HOLT-RINEHART-WINSTON	1980	9
PEOPLE NEED PEOPLE-LEV.9	HOLT-RINEHART AND WINSTON	1980	4
PEOPLES POWER;THE GOVERN-	NEW READERS PRESS	1976	5
PERSPECTIVES	SCOTT-FORESMAN & CO.	1963	43
PERSPECTIVES-GALAXY ED.	SCOTT, FORESMAN & CO.	1969	42
PETE THE SERVICE STA.ATTENDANT	MCGRAW-HILL BOOK CO.	1966	2
PETS & PEOPLE - LEV.5	HOLT-RINEHART-WINSTON	1980	1
PETS AND PEOPLE -LEV.6	HOLT-RINEHART-WINSTON	1977	1
PHOTOGRAPHY IN FOCUS	NATIONAL BOOK CO.	1975	7
PIGMAN,THE	DELL PUB.COMPANY	1974	4
PISTOL	DELL PUB. COMPANY	1969	12
PLANET OF JR.BROWN	MCMILLIAN PUB. CO.	1971	5
PLAY IT AGAIN	ALLYN AND BACON	1976	2
PRINCE AND THE PAUPER	LANCER BOOKS, INC.	1968	9
PROJECTION IN LITERATURE	SCOTT, FORESMAN & CO.	1966	10
PROMISE OF DEMOCRACY	RAND-MCNALLY PUB.CO.	1978	46
PURPOSE IN LIT.-MED.ED.	SCOTT,FORESMAN & CO.	1979	47
QUES.& FORM IN LIT.MED.ED	SCOTT, FORESMAN & COMPANY	1979	54
RAMONA THE BRAVE	WM. MORROW AND CO.	1975	1
READY TO ROLL	SCOTT-FORESMAN & CO.	1974	2
RECORD OF MANKIND	D.C.HEATH & CO.	1970	51
RED BADGE OF COURAGE	AMDOR PUB. COMPANY	1976	7
RED PONY, THE	VIKING PRESS	1937	5
REFLEC.ON A GIFT OF WATER MELON	SCOTT-FORESMAN & CO.	1966	3
REGIONS AND SOCIAL NEEDS	LAIDLAW BROTHERS	1972	6
REPRODUCTION,SEX,PREP.FOR MARR.	PRENTICE-HALL CO.	1973	17
REV.TEXT/GEN.SCIENCE-2ND. ED.	AMSCO SCHOOL PUB.	1974	24
RHYMES AND TALES -LEV.3	HOLT-RINEHART-WINSTON	1980	1
RIDERS ON THE EARTH LEV.15	HOLT-RINEHART & WINSTON	1977	19
RING AROUND THE WORLD	HARCOURT-BRACE-JOVANOVICH	1979	4
RISE OF THE AMERICAN NAT.	HARCOURT-BRACE-JOVANOVICH	1977	51
" " " "		1968	75

TITLE	PUBLISHER	COPYRIGHT	# OF TA
		1977	76
RISE OF THE AMER. NAT.	HARCOURT-BRACE-WORLD	1972	55
" " " " "			
SASQUATCH	SCOTT-FORESMAN CO.	1975	3
SCHOLASTIC AMERICAN	SCHOLASTIC BOOK SERV.	1977	9
SCHOLASTIC COMP.-LEV.2	SCHOLASTIC BK.COMPANY	1980	10
SCIENCE FICTION	MCDOUGAL,LITTELL & CO.	1973	12
SCIENCE,UNDERST.YOUR ENVIRON	SILVER-BURDETT	1975	11
SCIENCE-MEASURING THINGS	MCMILLAN COMPANY	1970	15
SCIENCE-UNDERS.YOUR ENV. GREEN	SILVER-BURDETT CO.	1978	[illegible]
SCIENCE-UNDERST.YOUR ENV.	SILVER-BURDETT COMPANY	1978	21
SCIENCE-UNDERST.YOUR ENV. 4TH GR.	SILVER-BURDETT COMPANY	1976	21
SCIENCE-UNDERST.YOUR ENV. RED BK.	SILVER-BURDETT COMPANY	1978	21
SCIENCE;FACT AND FICTION	SCOTT-FORESMAN & CO.	1974	24
SCIENCE;UNDERST.YOUR ENVIRON	SILVER-BURDETT CO.	1975	10
SCOTT FORESMAN RDG.SYS.9-10	SCOTT-FORESMAN	1971	3
SCOTT-FORESMAN RDG.SYS.11-12	SCOTT-FORESMAN CO.	1971	8
SEA GOLD	FIELD ENTERPRISES CORP.	1971	1
SEA HUNT	FIELD ENTERPRISES	1967	1
SEEKING ADVENTURE	SCOTT-FORESMAN & CO.	1973	9
SENSE-BK.1 & 2	SCOTT-FORESMAN AND CO.	1977	BK1-15
" " "	" " " "	"	BK.2-13
SERENDIPITY	HOUGHTON-MIFFLIN CO.	1974	23
SHANE	BATAM BOOKS	1949	8
SHEPHERD OF THE HILLS	GROSSETT AND DUNLAP	1974	9
SHOW ME MISSOURI	UNIFIED COLLEGE PRESS	1975	9
SLAUGHTERHOUSE FIVE	DELL PUB. COMPANY	1969	9
SMUGGLERS ROAD		1968	6
SNOW DOG	GROSSETT & DUNLAP	1948	7
SOC.SCIENCE/CONC.& VALUES	HARCOURT-BRACE-JOVANOVICH	1970	22
SOCIAL STUDIES AND OUR	LAIDLAW BROTHERS CO.	1974	23
SOCIAL STUDIES OF OUR	LAIDLAW BROTHERS CO.	1972	14
SOCIOLOGY;THE STUDY	HARCOURT-BRACE-JOVANOVICH	1977	40
SOCIOLOGY;THE STUDY OF	HARCOURT-BRACE-JOVANOVICH	1972	30
SOCKS	XEROX CORPORATION	1975	4

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SOUNDER	HARPER AND ROW	1969	5
SPECIAL HAPPENINGS	HOLT-RINEHART AND WINSTON	1973	7
SPECIAL HAPPENINGS-LEV.12	HOLT-RINEHART & WINSTON	1980	6
SPEEDING AWAY	SCOTT-FORESMAN CO.	1974	3
SPLENDID JOURNEY	SCOTT-FORESMAN & CO.	1974	3
STEINS REFRESHER MATH	ALLYN AND BACON	1974	52
STEM ELEM.SCHOOL SCIENCE	ADDISON-WESLEY COMPANY	1975	4
		1975	10
STEM ELEM.SCHOOL SCIENCE-4TH	ADDISON-WESLEY COMPANY	1977	5
STEPS TO TAKE	STECK-VAUGHN COMPANY	1973	11
STORIES	HARCOURT-BRACE-WORLD	1937	32
STORM ISLAND	FIELD ENTERPRISES EDUC.	1971	1
STORY OF THE ICE AGE	HARPER AND ROW		4
SUN AND SHADOW	HARCOURT-BRACE-JOVANOVICH	1979	3
TAPESTRY	HOUGHTON-MIFFLIN COMPANY	1976	4
TECHNOLOGY;CHALLENGES OF	EDUC.RESOURCE COUNCIL OF AMER	1972	7
TEEN GUIDE TO HOMEMAKING	MCGRAW-HILL, INC.	1972	26
THIS COOL WORLD	ALLYN AND BACON	1969	11
THIS IS OUR WORLD	SILVER-BURDETT CO.	1975	24
THOUGHT AND PHRASE	SCOTT-FORESMAN & CO.	1975	25
TIME FOR FRIENDS, A	HOLT-RINEHART & WINSTON	1980	3
TIME IS NOW, THE	ALLYN AND BACON	1971	2
TIME MACHINE, THE	H.G. WELLS	1977	6
TIME TO WONDER	HOLT-RINEHART & WINSTON	1973	12
TIME TO WONDER-LEV.13	HOLT-RINEHAR-WINSTON	1980	15
TO BE,IDENT.IN LITERATURE	SCOTT-FORESMAN & CO.	1976	35
TO LIVE A LIE	ATHENIAM OF NEW YORK	1975	5
TO SEE OURSELVES-LEV.16	HOLT-RINEHART-WINSTON	1977	24
TODAY'S BASIC SCIENCE - 4	HARPER AND ROW	1967	7
TODAY'S BASIC SCIENCE - 5	HARPER AND ROW	1972	7
TODAY'S BASIC SCIENCE - 6	HARPER AND ROW	1972	14
TOGETHER WE GO	HARCOURT-BRACE-JOVANOVICH	1979	3
TOM,THE MERCHANT SEAMAN	MCGRAW-HILL	1967	2
TREASURE ISLAND	MAGNUM BOOKS	1968	9
TREE GROWS IN BROOKLYN	HARPER AND ROW	1947	19
TWO ARE BETTER THAN ONE	MACMILLIAN CO.	1968	2
TWO CENTURIES OF PROGRESS	SILVER BURDETT COMPANY	1977	56
U.S.HISTORY;A DEVELOPING	SCOTT-FORESMAN & CO.	1974	34
U.S.IN LIT.,MEDALLION ED.	SCOTT, FORESMAN & CO.	1963	64
U.S.IN LIT.MEDALLIION ED.	SCOTT, FORESMAN & CO.	1979	49
UP FROM SLAVERY	LANCER BOOKS, INC.	1968	11
USING GOOD ENGLISH - 1	LAIDLAW BROS.	1967	34
USING GOOD ENGLISH - 8	LAIDLAW BROS.	1964	20
V.D.FACTS YOU SHOUD KNOW	SCOTT-FORESMAN & COMPANY	1970	3
VANGUARD	SCOTT-FORESMAN & CO.	1967	31
WAY OF THE WORLD, THE LEV 10	HOLT-RINEHART AND WINSTON	1980	4

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
WAY OUT	ALLYN AND BACON	1972	2
WE HAVE ALWAYS LIVED IN A CASTLE	VIKING PRESS, INC.	1962	7
WE THE PEOPLE;A HISTORY	D.C.HEATH AND CO.	1971	21
	D.C.HEATH AND COMPANY	1977	34
WELDING SKILLS/PRACTICES-4TH	AMERICAN TECHNICAL SOCIETY	1971	28
WEST SIDE STORY	SIMON AND SCHUSTER,INC.	1961	6
WHAT I'M ABOUT IS PEOPLE	CHILDRENS PRESS	1970	2
WHERE IT'S AT	ALLYN AND BACON	1973	3
WIDE WORLD,THE/A GEOGRPHY	MACMILLAN PUB. COMPANY	1968	28
WIDE,WIDE WORLD IN LIT.	SCOTT-FORESMAN & CO.	1963	37
WINDCHIMES	HOUGHTON-MIFFLIN CO.	1976	10
WINDOWS,DOORWAYS,BRIDGES	SCOTT-FORESMAN & CO.	1972	12
WINDOWS-DOORWAYS-BRIDGES	HOUGHTON-MIFFLIN CO.	1972	12
WINNER'S CIRCLE	ALLYN AND BACON	1969	5
WITH IT	ALLYN AND BACON	1971	2
WONDERS OF SCIENCE.HUMAN BODY	STECK-VAUGHN COMPANY	1977	5
WOODWORKING FOR INDUSTRY	CHAS.A. BENNETT CO.	1971	35
WORLD BACKGROUND FOR	LAIDLAW BROTHERS	1968	28
WORLD GEOGRAPHY	AMERICAN BOOK CO.	1970	26
WORLD GEOGRAPHY TODAY	HOLT,RINEHART,WINSTON	1976	47
" " "	" " "	1976	47
WRITE ON	HARCOURT-BRACE-JOVANOVICH	1972	5
" "	" " "	1972	5
YOU AND YOUR HEALTH	SCOTT-FORESMAN & CO.	1977	9
YOU AND YOUR HEALTH	SCOTT-FORESMAN AND CO.	1977	7
YOU AND YOUR HEALTH	SCOTT-FORESMAN AND CO.	1977	14
YOU AND YOUR HEALTH (JR.-HIGH)	SCOTT-FORESMAN & CO.	1977	14
YOU AND YOUR HEALTH-SCH.HOME,CO	SCOTT-FORESMAN AND CO.	1977	BEING RECORDED
YOU AND YOUR U.S.	BENEFIC PRESS	1968	22
YOU,YOUR MONEY & YOUR BANK	ILLINOIS BANKERS ASSOC.	1957	2

UPDATED LISTING OF BOOKS ON TAPE

IN ALPHABETICAL ORDER

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
A HISTORY OF THE U.S.1877	SCOTT, FORESMAN & CO.	83	BT
A HIST. OF THE U.S. (GR 9)	GRAFF RIVERSIDE CO	83	BT
A HIST. OF THE U.S.TO-1877	HOLT, ETAL	83	BT
AC ELECTRONICS	HEATHKIT EDUC.SYSTEMS	78	BT
ACCENT ON SCIENCE		80	14
ACCENT ON SCIENCE (GR 5)	CHARLES MERRILL	82	BT
ACCENT ON SCIENCE (7GR)		80	BT
ACCENT ON SCIENCE-BLUE BK.	CHARLES E.MERRILL CO.	80	6
ACCENT ON SCIENCE - 3rd Gr.	CHARLES E.MERRILLCO.	80	4
ADVEN.IN ENGLISH LIT.	HARCOURT-BRACE-JOVANOVICH	79	59
ADVEN.IN AMER.LITERATURE	HARCOURT-BRACE-JOVANOVICH	80	BT
ADVEN.OF HUCK FINN,THE	PENDULUM PRESS	71	7
ADVENTURES FOR READERS,1	HERITAGE ED.	79	BT
ADVENTURES IN APPRECIATION	HARCOURT-BRACE-JOVANOVICH	80	BT
ADVENTURES IN READING	HARCOURT,BRACE,JOVANOVICH	80	BT
ADVENTURES IN READING	HARCOURT-BRACE-JOVANOVICH	73	25
AMER.GOV.CONTINUITY/CHANGE	HOUGHTON-MIFFLIN CO.	75	BT
AMERICA IS	BELLAND HOWELL	82	BT
AMERICA!ITS PEOPLES & VAL.	HARCOURT-BRACE-JOVANOVICH	79	72
AMERICAN CIVICS,3RD ED.	HARCOURT,BRACE,JOVANOVICH	7[illegible]	BT
AMERICAN DREAM,THE (ORIGINS-1877	SCOTT FORESMAN AND CO.	77	BT
AMERICAN DREAM-CHALLENGES	SCOTT FORESMAN AND CO.	77	BT
AMERICAN DREAM-CHANGES	SCOTT,FORESMAN AND CO.	77	BT
AMERICAN DREAM-VISIONS 1970	SCOTT,FORESMAN AND CO.	77	BT
AMERICAN GOVERNMENT	HOLT,RINEHART AND WINSTON	79	39
AMERICAN GOVERNMENT TODAY	SCOTT-FORESMAN AND CO.	80	BT
AMERICAN HISTORY	HARCOURT,BRACE,JOV.	82	49
AMERICAN HISTORY,6TH ED.	FOLLETT PUB. COMPANY	83	BT
AMERICAN LIT. ENGLISH 3	MCGRAW HILL	79	BT
AMERICAN NEIGHBORS	MACMILLAN AND CO.	78	19
AMERICAN NEIGHBORS	MCMILLAN COMPANY	80	19
AMERICAN SOCIETY	AMERICAN BOOK COMPANY	78	25
AMERICAN SPIRIT,A	FOLLETT PUB. COMPANY	82	BT
AMERICAN WAY,THE	HOLT,RINEHART,WINSTON	79	24
AMERICAS HERITAGE	GINN AND CO.	82	BT
ARRIVALS A RDG & LIT. PRO	HARCOURT	82	BT
ART: CHOOSING & EXPRESSING	BENEFIC PRESS	77	BT
ART:DISCOVERING & CREATING	BENEFIC PRESS	77	7
AUTO MECHANICS	GLENCOE PUB. COMPANY	80	BT
AUTO SERVICE AND REPAIR	GOODHEART-WILCOX CO.	78	BT
AUTOMOTIVE ENGINES,6TH ED.	MCGRAW-HILL CO.	81	BT
AUTOMOTIVE MECHANICS 7TH	MCGRAW-HILL BOOK CO.	75	BT
AUTOMOTIVE MECHANICS,7TH	MCGRAW-HILL BOOK CO.	75	BT
AUTOMOTIVE MECHANICS,8TH ED.	MCGRAW-HILL BOOK CO.	80	BT

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BANNER A RDG. & LIT. PRO	HARCOURT	82	BT
BASIC ARC WELDING,3RD ED.	DELMAR PUBLISHERS	77	BT
BASIC GOALS IN SPEL. (8GR)	MCGRAW HILL	76	BT
BASIC LANG.MESSAGES & MEANINGS	HARPER AND ROW - BOOK 1	79	BT
BASIC LANG.MESSAGES AND	HARPER AND ROW,PUB.	79	32
BASIC OXYACETYLENE WELDING 3RD ED	DELMAR PUBLISHERS	77	BT
BASIC READING B	J.B.LIPPINCOTT	75	1
BASICS	JOHN WILEY AND SONS	81	BT
BE A BETTER READER	PRENTICE HALL CO.	78	7
BIOLOGY	SCOTT FORESMAN CO.	80	BT
BIOLOGY	SILVER BURDETT COMPANY	81	BT
BIOLOGY WORKSHOP 3	GLOBE BOOK COMPANY	76	6
BIOLOGY WORKSHOP I	GLOBE BOOK COMPANY	76	4
BIOLOGY WORKSHOP-2	GLOBE BOOK COMPANY	76	7
BLASTING OFF:NEW OPEN HWY.	SCOTT-FORESMAN AND CO.	75	14
BUILDING BRIDGES	HARCOURT	7[illegible]	BT
CALL OF FREEDOM	RAND MCNALLY COMPANY	78	BT
CARDBOARD SEA,THE	THE ECONOMY COMPANY	80	36
CENTURY 21 ACCOUNTING	SOUTHWESTERN PUB. COMPANY	77	BT
CHALL.OF FREEDOM.U.S.HST.	ROBERT SOBEL	82	BT
CHALL.TO SCIENCE.PHY.SC.	MCGRAW HILL	79	BT
CHALLENGE AND CHANGE	LAIDLAW BROTHERS	77	BT
CHALLENGE OF AMERICA	HOLT,RINEHART AND WINSTON	73	BT
CHALLENGE TO SCIENCE -GEN.E	MCGRAW-HILL COMPANY	80	24
CHALLENGES TO SCIENCE-	WM. SMALLWOOD	78	BT
CHALLENGES TO SCIENCE:	MCGRAW-HILL,WEB.DIV.	79	19
CHALLENGES-BOOK 8	SCOTT,FORESMAN AND CO.	67	BT
CHEM. & THE LIVING ORGAN	JOHN WILEY AND SONS	80	BT
CHEMISTRY,A MOD.COURSE	CHARLES E. MERRILL	79	20
CHEMISTRY-AN INVESTIGATIVE	HOUGHTON-MIFFLIN CO.	76	BT
CINNAMON PEAKS	THE ECONOMY COMPANY	72	BT
CIVICS FOR AMERICANS	SCOTT,FORESMAN & CO.	80	21
CIVICS,CIT. AND SOCIETY	MCGRAW HILL	83	BT
COMMUNITIES,TODAY AND YESTERDAY	MACMILLAN PUB.CO.	80	BT
COMMUNITY & SOCIAL NEEDS	MACMILLAN PUB.CO.	71	BT
CONCEPTS IN SCIENCE,3RD	HARCOURT,BRACE,JOV.	72	BT
DATALOG FOR TIMETOUCHERS,	THEODORE HARRIS,ETAL	75	BT
DC ELECTRONICS	HEATHKIT EDUC.SYSTEMS	78	BT
DREAMSTALKERS	THE ECONOMY COMPANY	75	6
DRIVE RIGHT FOR.SAFETY	SCOTT FORESMAN AND CO.		3
EARTH AND BEYOND,THE	STECK-VAUGHN COMPANY	77	8
EARTH AND ITS PEOPLE	MACMILLAN PUB.COMPANY	82	9

TITLE	PUBLISHER	COPYRIGHT	# OF TAPES
EARTH SCIENCE WORKSHOP-1	GLOBE BOOK COMPANY	77	5
EARTH SCIENCE WORKSHOP-2	GLOBE BOOK COMPANY	77	6
EARTH SCIENCE WORKSHOP-3	GLOBE COMPANY	77	BT
EARTH SCIENCE,1ST.ED.	PRENTICE HALL CO.	81	13
EC. AND FREE INTERPRISE	ADDISON-WESLEY	82	BT
ELECTRONIC CIRCUITS	HEATHKIT EDUC.SYSTEMS	78	BT
ELEMENTARY SCIENCE 5	GINN AND COMPANY	80	BT
ELEMENTARY SCIENCE,6	GINN AND COMPANY	80	9
ELEMENTS OF BIOLOGY	MCGRAW-HILL BK. CO.	77	40
ENCOUNTERS	MCGRAW-HILL INC.	73	10
ENG.FOR EVERYDAY MEANING	IDEAL PUB. COMPANY	76	12
ENG.GRAMMAR COMP.3RD	HARCOURT,BRACE,JOV.	73	14
EXPLOR.OUR NAT.HST.NEW THE	GLOBE BOOK COMPANY	79	BT
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HBJ HEALTH	" "	83	BT
HBJ HEALTH	" "	83	BT
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HISTORY AND LIFE	SCOTT,FORESMAN AND CO.	77	14
HISTORY OF THE U.S.,A	GINN AND COMPANY	81	50
HOLT EARTH SCIENCE	HOLT,RINEHART AND WINSTON	78	BT
HOLT EARTH SCIENCE	HOLT,RINEHART,WINSTON	82	BT
HOLT EARTH SCIENCE	HOLT-RINEHART-WINSTON	78	BT
HOLT ELEM.SCIENCE,6TH	HOLT,RINEHART AND WINSTON	80	BT
HOLT ELEM.SCIENCE-GREEN BK	HOLT-RINEHART-WINSTON	80	7
HOLT ELEMENTARY SCIENCE	HOLT-RINEHART AND WINSTON	80	4
HOLT ELEMENTARY SCIENCE-5TH GR	HOLT,RINEHART AND WINSTON	80	BT
HOLT GENERAL SCIENCE	HOLT	83	BT
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HUMAN HERITAGE,A WRLD.HIST	CHARLES E.MERRILL CO.	81	33
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INQUIR.ABOUT AMERICAN HIST	HOLT-RINEHART-WINSTON	76	10
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		78	42
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WORLD AND ITS PEOPLES:	SILVER-BURDETT COMPANY	82	BT
WORLD AND ITS PEOPLES:	SILVER-BURDETT,GR.3	82	BT
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WORLD NEIGHBORS	MACMILLAN PUB. CO.	83	BT
WORLD NEIGHBORS	MACMILLAN PUB.CO.	80	25
WONDERS OF SCIENCE,WATER LIFE	STECK-VAUGHN CO.	77	7
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YOU AND YOUR U.S.	CUNNINGHAM	68	22
YOU FIND OUT,3RD ED.WRBKS.	STECK-VAUGHN COMPANY	70	6
YOUR HEALTH & SAFETY	HARCOURT, ETAL	77	BT

Talking texts provide learning tool

TAPING SERVICES

Taping services are available nationwide. A book of around 400 pages may average 25 tapes. Cost per tape is $2.50 until July 1, at which time, due to rising costs, the cost will be $3.15 per tape.

Send 1 copy of your text to be recorded. Installments will be sent while book is in process.

good news

FOCUS----KENNETT, MO.

"Five years of a part-time L.D. program just did not seem to be the answer for our school and our L.D. children. Help was not available where they needed it most, to survive in the basic academic subjects. With the concern of our Jr. High principal, the children at our school now have help where and when they need it. He pushced for a full-time L.D. program at the Jr. High level for the 81-82 school year."

"When I was hired for the job as a teacher in a resource room, I knew remediation was too late! I read all about the different kinds of programs at Jr. High level, not finding what I felt was really appropriate. A student's parents gave me a pamphlet to read called 'Developmental By-Pass' from the Franklin County Co-op. As I read, I knew this was the type of program I wanted for our school."

"We began our program in the Fall of 1981, opening the resource room to children already identified. Now we have 19 students using the room. The students go to their regular classroom for lectures, films, filmstrips, or any other instructional activities. For reading or written assignments, the students come to the resource room. The students take tests or exams in my classroom, as they do assignments, because of the need to revise them according to their individual needs.

TAPES are listened to frequently for better comprehension and calculators to aid them in math.

The program has now been continued in our high school. Our students are passing and learning therefore I think it has been a most successful approach. One major reason for our success has been the acceptance of this program by our school staff. Hats off to parents, teachers, administrative personnel and full-time classroom aid that supports our kids.

Deanna Boyd
LD Teacher

(MEDIA CATALOG AVAILABLE FOR $2.50)
Angela Donahue, Media Coord, Franklin County Co-op, Box 440, Union, Mo. 63084
314-583-8936

THE OPEN DOOR-----

Marsha Berger -
"I don't know what I would have done without the 'Open Door' to come to. It has been a help to me in many ways. If I get behind I can come down and listen to tapes and this helps me to understand the material better. When I have any kind of a problem there is always someone to listen to me and help me work it out."

Cindy Slack
"The help I have received at the 'Open Door' has taught me how to become a more independent student. The use of the TAPES have improved my reading skills as well as help me to improve my study skills."

Dale Jones
"The 'Open Door' has helped me a lot. The tapes helped me better understand the material I was expected to read. The tutorial support enables me to be able to understand and complete my work. Having my tests read to me gives me the opportunity to really show how much I know. Being able to attend a welding class in the vocational school the last two years has prepared me for the real world."

Angie Schulz
"I feel that the 'Open Door' has really helped me. Before I came to Washington High and had the use of the tapes, it took me between four and six hours a night to complete my homework. Now with the help of the tapes and the use of tutorial support when needed, my study time has been cut to about an hour. This has allowed me to play volleyball and to enjoy extra activities and still remain on the Honor Roll. I would have my notes and study sheets put on TAPE and this helped me study for my tests. The use of the tapes have improved my reading skills and comprehension and I now have confidence in myself."

(The "Open Door" is sponsored by the Washington School District, Washington, Missouri)

MEDIA (CONT.)

PRISON INVOLVEMENT

Inmates from the Missouri State Penitentiary and the Missouri Eastern Correctional Center are donating their time and talents to serve the learning disabled student. The inmates are well-screened and educated and provide quality recordings.

SOUND BOOTH DONATED TO PACIFIC PRISON

The Missouri Eastern Correctional Center in Pacific became the recipient of a soundproof booth to be used for tape producing as the result of a gift from the Sullivan School, Sullivan, Mo. The booth will be used by the residents of MECC as they produce textbooks on tape to be used by schools across the country. Supt. of Sullivan Schools, James Tice, stated that Pea Ridge had the booth for some time and several years ago didn't have any use for it so they donated it to the school. It is designed to test hearing in individuals, but with a few minor changes, can be operable for use in narrating. MECC stated they were pleased to receive the booth and would definitely put it to good use within the Handicapped Center.

TIME TO HELP

by

Danette Fertig Thompson

(Prison Inmate Spends His Days Taping Books for Children)

Robert Villaneuva started reading because of air conditioning. But he keeps reading because of people he's never met. An inmate at the Missouri Eastern Correctional Center in Pacific, helped to organize a program at MECC designed to assist students with reading handicaps. He spends his days at MECC reading books-textbooks, technical manuals, novels, even fairy tales, onto cassette tape, giving students with reading handicaps an opportunity to "hear" a textbook or enjoy a novel.

"I can't say I started for charitable reasons," Villaneuva said "I started at the Missouri State Prison in Jefferson City, because the reading booths were the only air conditioned work stations in the institution. And it was an easy way to pass the time."

"I'm not going to say it's going to help my parole chances either, because it looks like just the opposite sometimes. But after I started getting feedback from people on the outside who used the tapes, it was a good feeling. A word of thanks means a lot."

We began by providing taped books to 11 school districts in Franklin County back in 1977, all recorded by inmates at the Jefferson City Institution. Now the Franklin County Cooperative is a major supplier of tapes throughout the United States. Villaneuva's desk varies in content from chemistry to auto mechanics books. He names his favorite subjects for narration as literature or history. Although the hours are long and the pay from the prison little, Villaneuva feels he is helping others to help themselves and thus succeed in life.

(Reprinted with permission from the Tri-County Journal)

A Happy Student

Dear Robert, (Inmate at the Missouri Eastern Correctional Center)

"Hi! how are you? Hope you are doing well? I am doing just fine. To get to the point of this letter, I would like to thank you for the rush job you did on The Great Gatsby. I really do appreciate that extra work you do for me. I also appreciate all the tapes you have made.

I have used a lot of other tapes in my classes such as health, English I and II, Geography, Western Civ., Biology I and II, History, and Mod. American Lit.

The tapes have helped me make Honor Roll since the middle of my sophomore year. I haven't missed being on the Honor Roll since then.

The tapes have helped me more than you may think to go through High School like other students. They even helped me have friends and the way I look and think about life. I would like to say Thank You once again."

Sincerely,
LD Student

BREAKTHROUGH

READ-ALONG TAPES AID LEARNING DISABLED

TYPE OF MEDIA: C-60 Cassette tapes

COST: $3. 15 per tape

MEDIA CATALOG: $2.50
1000 ELEMENTARY, SECONDARY AND
CAREER EDUCATION BOOKS ON TAPE

SOURCE: (a Non-Profit Organization)
Franklin Co. Special Educ. Co-op
Box 440, Union, Mo. 63084
314-583-8936

MEDIA DIRECTOR: Angie Donahue

DESCRIPTORS:

Increases learning, retention and aids the student to become more familiar with the printed text. This enables him to develop a better attitude about himself, his studies, teachers and peers.

Read-along tapes provide immediate improvement, up to 60% in many cases. The student makes excellent gains in reading compared to previous levels of performance.

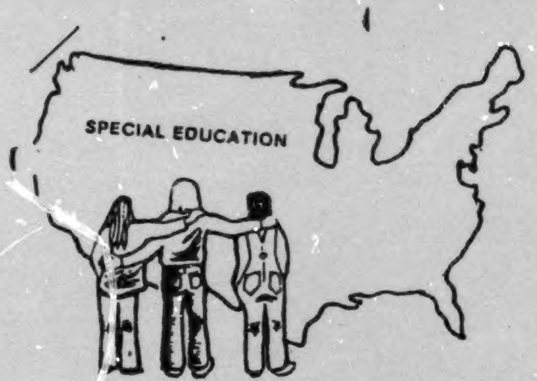
PRISON INVOLVEMENT:

Inmates from the Missouri State Penitentiary and the Missouri Eastern Correctional Center in Pacific, Mo. are donating their time and talents to serve the learning disabled student. Having 2 taping centers in operation provides a faster turn-around period for recording books and handling orders.

RECORDING SERVICE

Recording service is available nationwide at cost. The cost per tape is $3.15. A book of around 400 pages may average 18 tapes. Please send only 1 copy to be taped to the above source. Installments will be sent while a book is being recorded, thus you may pay in installments or wait until the entire book is complete.

BEST COPY AVAILABLE



NEWSLETTER
Volume 5, No.1
Spring, 1984

"NOTICE TO INTERESTED INDIVIDUALS CONCERN SERVICES AVAILABLE TO HANDICAPPED AND SEVERELY HANDICAPPED CHILDREN AND YOUTH"

The Boards of Education of the Union R-XI, Washington, Pacific(Meramec Valley), New Haven, St. Clair, Sullivan, Gasconade Co. R-II, Strain-Japan, Anaconda, R-II, Richwoods, Hermann, Bourbon, Spring Bluff and Lonedell school districts have the responsibility for providing free appropriate education for every handicapped student of school age residing in their respective districts. The following special services are available to resident students at both the elementary and secondary levels and resource rooms for students diagnosed in the following areas:

1. *Educable Mentally Retarded--Those students who are capable of academic, social and vocational training but require specialized instruction to realize maximum skill development and meaningful integration into adult society.*

2. *Specific Learning Disabilities--Students having a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.*

3. *Behavioral Disorders--Students that exhibit one or more of the following characteristics over an extended period of time and to a marked degree: Difficulties in learning not explained by intellectual, sensory, or other health factors; difficulties in interpersonal relationships with peers, parents, and teachers; general pervasive mood of unhappiness or depression; and tendency to develop physical symptoms, pains, or fears associated with personal or social problems.*

4. *Remedial Speech and Language Therapy--Students whose speech or language deviates so far from other individuals in a group that it calls attention to itself, interferes with communication, or adversely affects the self-image of the student. In the Washington district this service is available on a before school basis; also to those attending private or parochial schools.*

5. *A Severe Language Disorder class is offered by the St. Clair district.*

6. *Secondary Students are offered prevocational and work study option.*

7. *Physical, Occupational therapy, special transportation and homebound instruction are available on a contracted basis, with a doctor's prescription. Other contracted services include those outside the district when a student requires a program outside of their home district. These services are provided free of charge to the parent as prescribed by federal and state legislation.*

8. *A complete educational evaluation is available for all pre-school, elementary and secondary children who are suspected of an educational handicap.*

The following services are available to the districts through the Franklin County Special Education Cooperative:

9. *Hard of Hearing--Students whose hearing is impaired to the extent that language, social and/or academic development is restricted to a significant degree educationally. Generally, eligible students exhibit hearing loss in a range from 40 db to 60 db (ISO).*

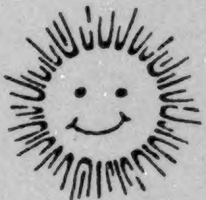
10. *Severe Behavioral Disorders (Chrysalis)--This program serves severe behaviorally disordered adolescents that cannot be accommodated in existing behavior disorders local educational agency program.*

11. *Pinocchio--A primary Behavior Disordered program, K-3, is being offered in conjunction with Four-County Mental Health and Franklin County Special Education Cooperative.*

(Continued page 2)

"NOTICE TO INTERESTED INDIVIDUALS" (Cont.)

If you have any questions regarding the services available, you may contact Becky Schroeder, Union R-XI School; Mark Wessels, Washington School; Donna Freter, Pacific (Meramec Valley); Alison Brooke, New Haven School; Joan Maxwell, St. Clair School; James Tice, Sullivan School; Vernon Wagoner, Lonedell School; Pamela Mirly, Strain-Japan School; Cathy Lahmeyer, Gasconade Co. R-II; Patrick Meloy, Anaconda School; Alby Rohlfing, R-II School; Robert Sifford, Richwoods School; Christopher Arand, Hermann School; Shelly Vaughn, Bourbon School; Terry Cannon, Spring Bluff School; or Becky Schroeder, Franklin County Special Education Cooperative, by calling the respective school superintendent's office.



L.R.T.

This year at the Co-op has been a learning, growing, sharing experience for all. With the combination of Director of Special Services Union R-XI job and Director of Franklin County Co-op job, there has been a lot of adjustments to be made by all. The staff at the Co-op has made the combination of the two jobs possible by their willingness to change, to accept new direction and in most cases varied job descriptions. The only way the Co-op family can be referred to as a caring family of people. They are willing to work together to make the hopefully, one small difference in some little person's life to enable them to reach their own unique potential. If we only help one child, that's one more than if we hadn't reached out and cared.

Becky Schroeder, Director
Union R-XI & Franklin County Co-op
Special Services

an advocate of L.R.T. (Love, Respect & Trust)!!!

Announcing...

NETWORK HERE TO FILM

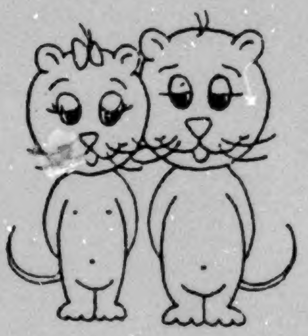
CBS from New York found a unique story about two groups of people who are helping each other, but who never meet. The story is about inmates from 2 Missouri Prisons who are narrating textbooks onto cassette tape and through cooperative efforts are providing these tapes through the Co-op to schools all over the United States.

The film segment is being prepared for the new CBS news program entitled, "The American Parade" to be hosted by Charles Kuralt. The series will be similar to CBS's 60 Minutes, but not geared toward investigative or international news. The show will air at 7:00 p.m., the latter part of March or April. The production crew filmed in classrooms in the Union area as well as interviewing a recent LD student who is now experiencing success in his vocation.

SLIDE-TAPE PRESENTATION

A slide tape presentation is being prepared with participating school districts which include Washington, Union, Pacific, St. Clair and Sullivan. The slides will include BD/LD Resource Rooms, 1st through 4th grades, K-4 E.M.H. classes, Speech, Educable Mentally Handicapped classes, High School L.D. classes and many other special programs.

love is...



.... CARING

BUTTERFLIES ARE FREE

by

Wallye Pilliod

The Co-op sponsors a program for adolescents who have had difficulty having success in school due to behavior problems. This program is called Chrysalis "A New Beginning". This name comes from that stage where a butterfly is in its cocoon developing into a butterfly. As one who has been involved with Chrysalis since its beginning, I am happy to write of its progress. As with any new effort, Chrysalis went through many growing pains. The Chrysalis staff and students are all feeling that today's Chrysalis is a good place to be thanks, in part, to those growing pains.

Today Chrysalis is a good place to be due to many factors. We are located in a lovely store front building at 530 Hwy. 50 West in Union, Mo. This is a much better atmosphere than some of our previous locations. The staff has become a stable and solid unit. Students are younger and more open to receive help (12-13 is an optimum age). The academic program has become effective. Outings have become essential to students' behavioral and academic growth. All of these factors and an exciting program this year have helped students meet expectations set before them.

Students began the year with a two-day overnight experience to Greensfelder County Park. This experience set expectations for the students. One expectation was for students to become a positive helping team. The second expectation was that Chrysalis would be a challenging experience, and students were expected to meet these challenges to reach success. These expectations haven't changed, regardless of whether students were: canoeing the 11-Point River, taking a Friday spelling test or participating in a Positive Peer Group (problem solving discussion) meeting. The high expectations of students has paid off. One student who has been in the program since its beginning because he isn't a quitter, graduated from Chrysalis in December, has a work study job with Union School District and is considering furthering his education. (We wish him continued success in his positive endeavors.) The remainder of the students have a positive working group, as indicated by their willingness to help with County Service Groups, such as the Red Cross Blood Drive.

The new semester promises to be very rewarding also. Students have already participated in the THINK Program at Missouri State Penitentiary. Two students are having great successes as they experience the transition phase of their Chrysalis experience and prepare for Chrysalis graduation. Other students are also functioning quite productively and the staff foresees more graudations before May 18th. To insure all students' academic and behavioral growth we will continue to have several adventure education and career education outings scheduled, as well as life skill and building experiences. The Ozark Trail, Mushroom Cave, and each Chrysalis day will be waiting with many challenges, for the Chrysalis Kids to meet with success.

EX-CONVICT Tells Students:

"TIME TO STOP AND THINK!"

by

Tom Beaver

He stole something, got caught and spent the next winter, spring, summer and fall behind bars. Leonard "Doc" Braddock was telling his story to nine students at the Chrysalis school, located in Union, Mo. The school operated by the Franklin County Special Education Cooperative is designed to help students with behavior problems make their way back into the regular school systems of Franklin County. Leonard told his listeners that if they wanted to stay out of prison, wanted to have jobs and families and freedom, that they should start taking "positive actions". They should decide what actions are necessary to get the things they want and then take those actions. Leonard related every aspect of a person's life once they are confined within an institution and how it is to survive in a totally destructive society.

Staying out of prison means that a person has to "stop and think", he said. He told the students that they should first of all think about what to do to get back into the regular school system. They should start by behaving in the classroom. "The things that you do now will control what you do later on in life," he said. Little things like breaking windows lead to other things, like going in the window

(Continued page 4)

"TIME TO STOP AND THINK!" (Cont.)

when you break. Things lead to bigger things. Leonard told his listeners how he regrets the time lost by negative attitudes and it was only when he became involved in helping the handicapped by transcribing materials into braille and working with juvenile offenders, that he gained some positive attitudes. His final words of wisdom were, "I just hope other youngsters don't have to experience that to begin living."

(Reprinted with permission from
The Missourian)

HARD OF HEARING CLASS

by Trudy Oberbeck

The Franklin County Co-op presently has six children in its classroom for the hearing impaired. The children come from all parts of Franklin County with one child coming from as far away as Crawford County. The children range in age from six to eleven years of age with hearing losses that vary from moderate to profoundly deaf. All the children are mainstreamed in art and physical education with their hearing peers. Five of the students are also mainstreamed for some of the academic subjects.

This year, for the first time, an aide is using sign language in the regular classroom to enable one profoundly deaf child to be mainstreamed. The parents of this student are also learning sign language with their child to help his comprehension of oral language.

In the classroom for the hearing impaired the children learn the speech, language and reading skills needed for mainstreaming. The intent of this program is to equip each child with the language skills to enable she/he to return to their home school district.

Last year saw the introduction of a computer into the hearing impaired classroom. Even the youngest child gets to work on counting and alphabet games on the computer. The older children are learning the names of the parts of the computer and how to operate it. They, too, get a chance to play simple math and reading games during the day.

PINOCCHIO

by

Dr. Denise Fondren

Pinocchio, the early screening and intervention program offered by Four County Mental Health Services, Inc., has tripled in size in its second year. It currently serves over 110 children in eight elementary schools. Six of these schools are in Franklin County, including Lonedell, New Haven, Sullivan, Beaufort, Zitzman and Central. The program is also in Benton Elementary in St. Charles County and Claude Brown Elementary in Lincoln County.

Pinocchio utilizes nonprofessional aides to work with children in kindergarten through third grade who are having behavioral, emotional or learning problems. The aides are selected for their natural warmth and ability to help children express feelings and ideas.

The Pinocchio program is offered by Four County Mental Health Services, Inc. through the Franklin County Co-op, which serves as the program's fiscal agent. For more information contact Dr. Denise Fondren at 723-1100.

The Clinic WAY!

by Eddie Doerr

The Franklin County Co-op provides a host of services to the community. The diagnostic clinic is one service and is a team within a team. The professionals on the clinic team evaluate a child's intellectual, emotional and social growth and development. The evaluation of these critical functions enables the team to advise parents and teachers on how to best help the child.

Specifically, the team tries to understand the child. It is important to see the world as the child sees it - the pressures, demands and stresses he experiences. How does the child cope with these demands - his problem-solving skills, his abilities, and his determination? Parents see the child under different circumstances than the school. The clinic obtains information from both sources before completing an evaluation. The whole picture must be obtained.

This year the clinic team has a unique combination of professionals. They have extensive experience working with special children. Their enthusiasm, skill, and high energy level combine to give a valuable service to schools and parents.

SOAR WITH EAGLES

by
Lee Ritter

"It's hard to soar with the eagles when you are surrounded by a bunch of turkeys." That saying is one with which we are all familiar. I am lucky enough to be working with a "bunch of eagles" so being part of the Co-op team has been a very challenging experience for me.

The team is composed of members of varied experiences, education and background, but each is so dedicated to the task that when we see a child, I feel confident that our evaluation reveals data that can really help that child.

Each of us looks at the child from our own particular area of expertise, milking the data for every tidbit of information we can get. Then we share our observations, brainstorming. The energy that flows through one of our staffings is exciting and stimulating.

The key to our success is that each of us on the team has a zest for learning and growing and yet the environment is so supportive. The enthusiasm that abounds regenerates itself constantly. These are just a few reasons why I am so proud to be a part of the Co-op team.

$$$$$$ BEHIND THE SCENES $$$$$$

by
Myrna Riechers

Hi! I'm Myrna, the girl with the figures-budget figures that is.

At this particular time of year, the strain is at times tremendous, and there are times when you only hope that you remember all the regulations that apply to various areas. It is the time of the year when you are working with the present budget, trying to keep on top of things so that accounts do not exceed their allotment and also when you are trying to make amendments to Applications, giving insights to new budgets being planned for the coming year and what have you. But then every school bookkeeper goes through this. The real end that matters to me is that in some small way, many times that I never see, I may be helping some child to help themselves through programs like ours and through programs that you have in your schools. In the end, this is what it is all about, helping youngsters to be able to help themselves and as a result they will have happier and more fulfilled lives.

$$$$$$$$$$$$$$$$$$$$$$$

SMILE!

by
Claudia Shelton

Did you ever feel foolish to smile at someone just to let them know you saw them - one being to another? Did you ever feel it wouldn't do any good to share some information you have because everyone else would already know this? At one time or another most people feel like this, but what a waste!

We see many students during a school year and whether they're 5 years old or 17 years old, they all need that smile we give them. For whatever the reason, they are struggling with life's daily problems. They may be unable to understand what they've been taught, unable to read the simplest books, unable to make friends, unable to understand what's going on at home and consequently causing their school problems. Whatever the problem, they need that smile and a cheerful hello - at least they know someone cares about them for a moment.

And it's not just the students who need that smile, there are lots of parents out there who are about at the end of their rope. They need to know there are people here to try and help their child academically and behaviorally. As most of us know, there are many times when the family needs help as well as the child. That's when any information you can give them is worth "an ounce of gold." Let them know where there are Mental Health Clinics, Family Services, Social Security Offices, hospitals which offer programs for low-income families and any other services your area provides.

Believe me when you see the look on the face, hear the warm and sincere "thank you", or hear the "catch" in the voice of someone on the phone when you've found some help for their child - it's worth having gone the extra mile for them.

PAPERWORK!!

by
Janet Kerns

The Clinic Secretary works closely with the rest of the clinic staff during the entire evaluative process, from the time we receive the referral until the file is closed. The referral is initially screened by the secretary to see that it is complete and she confers with the staff over what seems to be unacceptable in some cases. In our dealing with each case, we keep in the back of our minds compliance with the law while striving to give the optimum evaluation. We try to accommodate parents and school personnel in scheduling and rescheduling appointments, in the interests of best serving the child, school and family.

These goals necessitate mounds of PAPERWORK! Often times appointment letters are mailed out in quadruplicate. Information about consultant appointments made, missed, rescheduled, as well as arrival of doctor's reports all needs to be communicated to the clinic staff, bookkeeper, and school personnal. Information regarding status of each case has to be readily available to pass on to anyone involved in the evaluation.

The clinic secretary also coordinates the different parts of the child's evaluation and incorporates them into the final report. She tries to determine if all of the evaluative information is included in the report and that needed follow-up was done. This is another area where close communication between all parties connected with the child is crucial.

Fortunately, we have a worker, Terri Griffith, who volunteers her time to help score tests, which can be time consuming, and generally attend to details during each test day. She also prepares folders for each new child and organizes the paperwork involved in this process, which is also time-consuming. The work she does frees up the examiners to do their all-important evaluation and allows the secretary to have time and space to handle the all-important details involved in each case.

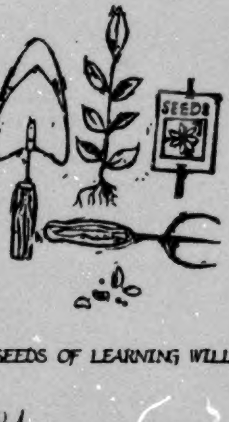
Communication and sharing of information are essential to the successful operation of the Diagnostic Clinic. It gives us all a feeling of pride and satisfaction when a child who, in many cases desperately needs help, is appropriately diagnosed and we've done our part so the child is appropriately placed. It makes the mounds of paperwork seem worth while. Our team approach, with all its inconsistencies, seeming inefficiencies, and bothersome details, has enabled us to serve to the best of our ability (which we think is pretty good) the child, the school, and the community. It's a good feeling!

FIRST IMPRESSION

by
Carole Yard

This is my first year at the Franklin County Special Education Cooperative and I am pleased to be a member of its evaluation staff. The residents of Franklin County School Districts and other participating school districts can be proud of the services provided for their children. The evaluation process is as comprehensive and thorough as I have seen in my many years in the field of special education. I have been impressed by the deep concern for each individual child and his/her family that is part of the evaluation process. All members of the staff are dedicated to solving the complex puzzle that is presented by each child who is having school related problems. The goal is not only to identify what those problems are, but also to help the schools and families find ways to make learning easier, more successful process for the child.

WITH UNDERSTANDING.......



THE SEEDS OF LEARNING WILL BLOSSOM

LOVE JOY PEACE

by
Linda Hall

Most of my secretarial responsibilities consist of working with the Director of Special Education. However, on Fridays I work in the Co-op.

I assist the Clinic Secretary in typing reports, closing out files, mailing letters and filing. In other words, little miscellaneous jobs to help finish up the week.

We all have "high" and "low" points in our lives. Many of the people we see have never experienced a really good day. Some of the children we see have never experienced the simple routine things most of us take for granted; like tucking our children in bed with a hug and kiss, having plenty of food on the table and the proper clothing.

If we can give just one parent hope and a single child guidance, then our sometimes "zoo like" work schedule seems worthwhile.

CO-OP STAFF

Becky Schroeder............	Director
Eddie Doerr..........	Psych-Examiner
Lee Ritter...........	Psych-Examiner
Carole Ward..........	Psych-Examiner
Claudia Shelton......	Adm. Secretary
Janet Kerns........	Clinic Secretary
Linda Holl.........	Clinic Secretary
Myrna Riechers...........	Bookkeeper
Angie Donahue....	Media Coordinator
Terri Griffith............	Volunteer

CHRYSALIS STAFF

Vallys Pilliod..............	Teacher
Judy Peters.................	Teacher
Larry Jeude....................	Aide
Gerald Walker..................	Aide

HARD OF HEARING

Trudy Oberbeck..............	Teacher
Pat Tauer......................	Aide

PINOCCHIO

Denise Fondren..	Program Coordinator

MEDIA DEPARTMENT
1982-84
Books On Tape

World Neighbors-MacMillan Pub. Co., c. 1983
Journeys (Findings)-Harcourt, Brace, Jovanovich, c. 1982
Science-Scott, Foresman & Co., (6th Grade), c. 1984
American History-Follett, c. 1983
Life Science-Scott, Foresman & Co., c. 1983
People and Culture-The Economy Co., c. 1982
The Earth and Its People-MacMillan Co., c. 1982
Teen Guide (5th Ed.)-Webster Div. McGraw Hill, c. 1982
People On Earth, A World Geography (7th Grade)-Scott, Foresman & Co., c. 1983
Gateways to Science-McGraw Hill Book Co., c. 1983
People and Nations, A World History-Harcourt, Brace, Jovanovich, c. 1983
American Dream, The 2nd Ed.-Scott, Foresman & Co., c. 1983
Many Americans-One Nation-The Economy Co., c. 1982
People and the Land-Economy Social Studies, c. 1982
Latin America & Canada-Follett, c. 1983

These are just a sample of the many textbooks offered on our tapes.

MEDIA NEW UPDATE

TAPING SERVICES

Taping services are available nationwide. A book of around 400 pages may average 25 tapes. Cost per tape is $2.50 until July 1, at which time, due to rising costs, the cost will be $3.15 per tape.

Send 1 copy of your text to be recorded. Installments will be sent while book is in process.

good news

FOCUS----KENNETT, MO.

"Five years of a part-time L.D. program just did not seem to be the answer for our school and our L.D. children. Help was not available where they needed it most, to survive in the basic academic subjects. With the concern of our Jr. High principal, the children at our school now have help where and when they need it. He pushced for a full-time L.D. program at the Jr. High level for the 81-82 school year."

"When I was hired for the job as a teacher in a resource room, I knew remediation was too late! I read all about the different kinds of programs at Jr. High level, not finding what I felt was really appropriate. A student's parents gave me a pamphlet to read called 'Developmental By-Pass' from the Franklin County Co-op. As I read, I knew this was the type of program I wanted for our school."

"We began our program in the Fall of 1981, opening the resource room to children already identified. Now we have 19 students using the room. The students go to their regular classroom for lectures, films, filmstrips, or any other instructional activities. For reading or written assignments, the students come to the resource room. The students take tests or exams in my classroom, as they do assignments, because of the need to revise them according to their individual needs.

TAPES are listened to frequently for better comprehension and calculators to aid them in math.

The program has now been continued in our high school. Our students are passing and learning therefore I think it has been a most successful approach. One major reason for our success has been the acceptance of this program by our school staff. Hats off to parents, teachers, administrative personnel and full-time classroom aid that supports our kids.

Deanna Boyd
LD Teacher

THE OPEN DOOR-----

Marsha Berger - *"I don't know what I would have done without the 'Open Door' to come to. It has been a help to me in many ways. If I get behind I can come down and listen to tapes and this helps me to understand the material better. When I have any kind of a problem there is always someone to listen to me and help me work it out."*

Cindy Slack
"The help I have received at the 'Open Door' has taught me how to become a more independent student. The use of the TAPES have improved my reading skills as well as help me to improve my study skills."

Dale Jones
"The 'Open Door' has helped me a lot. The tapes helped me better understand the material I was expected to read. The tutorial support enables me to be able to understand and complete my work. Having my tests read to me gives me the opportunity to really show how much I know. Being able to attend a welding class in the vocational school the last two years has prepared me for the real world."

Angie Schulz
"I feel that the 'Open Door' has really helped me. Before I came to Washington High and had the use of the tapes, it took me between four and six hours a night to complete my homework. Now with the help of the tapes and the use of tutorial support when needed, my study time has been cut to about an hour. This has allowed me to play volleyball and to enjoy extra activities and still remain on the Honor Roll. I would have my notes and study sheets put on TAPE and this helped me study for my tests. The use of the tapes have improved my reading skills and comprehension and I now have confidence in myself."

(The "Open Door" is sponsored by the Washington School District, Washington, Missouri)

MEDIA (CONT.)

PRISON INVOLVEMENT

Inmates from the Missouri State Penitentiary and the Missouri Eastern Correctional Center are donating their time and talents to serve the learning disabled student. The inmates are well-screened and educated and provide quality recordings.

SOUND BOOTH DONATED TO PACIFIC PRISON

The Missouri Eastern Correctional Center in Pacific became the recipient of a soundproof booth to be used for tape producing as the result of a gift from the Sullivan School, Sullivan, Mo. The booth will be used by the residents of MECC as they produce textbooks on tape to be used by schools across the country. Supt. of Sullivan Schools, James Tice, stated that Pea Ridge had the booth for some time and several years ago didn't have any use for it so they donated it to the school. It is designed to test hearing in individuals, but with a few minor changes, can be operable for use in narrating. MECC stated they were pleased to receive the booth and would definitely put it to good use within the Handicapped Center.

TIME TO HELP

by

Danette Fertig Thompson

(Prison Inmate Spends His Days Taping Books for Children)

Robert Villanewva started reading because of air conditioning. But he keeps reading because of people he's never met. An inmate at the Missouri Eastern Correctional Center in Pacific, helped to organize a program at MECC designed to assist students with reading handicaps. He spends his days at MECC reading books-textbooks, technical manuals, novels, even fairy tales, onto cassette tape, giving students with reading handicaps an opportunity to "hear" a textbook or enjoy a novel.

"I can't say I started for charitable reasons," Villancuva said "I started at the Missouri State Prison in Jefferson City, because the reading booths were the only air conditioned work stations in the institution. And it was an easy way to pass the time."

"I'm not going to say it's going to help my parole chances either, because it looks like just the opposite sometimes. But after I started getting feedback from people on the outside who used the tapes, it was a good feeling. A word of thanks means a lot."

We began by providing taped books to 11 school districts in Franklin County back in 1977, all recorded by inmates at the Jefferson City Institution. Now the Franklin County Cooperative is a major supplier of tapes throughout the United States. Villanewva's desk varies in content from chemistry to auto mechanics books. He names his favorite subjects for narration as literature or history. Although the hours are long and the pay from the prison little, Villanewva feels he is helping others to help themselves and thus succeed in life.

(Reprinted with permission from the Tri-County Journal)

A Happy Student

Dear Robert, (Inmate at the Missouri Eastern Correctional Center)

"Hi! how are you? Hope you are doing well? I am doing just fine. To get to the point of this letter, I would like to thank you for the rush job you did on The Great Gatsby. I really do appreciate that extra work you do for me. I also appreciate all the tapes you have made.

I have used a lot of other tapes in my classes such as health, English I and II, Geography, Western Civ., Biology I and II, History, and Mod. American Lit.

The tapes have helped me make Honor Roll since the middle of my sophomore year. I haven't missed being on the Honor Roll since then.

The tapes have helped me more than you may think to go through High School like other students. They even helped me have friends and the way I look and think about life. I would like to say Thank You once again."

Sincerely,
LD Student

NOTICE TO INTERESTED INDIVIDUALS CONCERNING THE CENSUS OF HANDICAPPED AND SEVERELY HANDICAPPED CHILDREN AND YOUTH"

The Union R-XI, Anaconda, Bourbon R-I, Hermann R-1, Lonedell, Meramec Valley R-III, New Haven, New Haven R-II, Gasconade Co. R-II, Richwoods R-7, St. Clair, Spring Bluff, Strain-Japan, Sullivan C-2, and Washington School Districts are presently conducting a census of handicapped and severely handicapped children.

The Census includes all handicapped children under the age of 21 whose parents or guardians live in one of the above-mentioned school districts. The census shall include the name of the child, the parent or guardian's name and address, the birthdate and the age of the child, and the handicapping condition or conditions or, if such information is not available, the statement of parents or other qualified observers of the child shall be accepted for the census report pending competent medical, psychological or other recognized evaluation.

A handicapped child is defined as one who has a physical, mental or emotional problem to such a degree that it would prevent his succeeding in a regular classroom setting. If the child is suspected of having such a condition, the school district will assist in confirming the parents' suspicions and help in placing the student in the proper educational program.

Parents are guaranteed the right to inspect any information that is collected, and access to such information without the consent of the parent or guardian by an unauthorized individual is prohibited. The districts maintain the responsibility for the confidential maintenance of this information and for the destruction of this information following the termination of services for that child.

Anyone who has knowledge of a handicapped or suspected handicapped child or would like more information about the census should contact Becky Schroeder in Union, Patrick Meloy in Anaconda, Shelly Vaughn in Bourbon, Joyce Churchill in Hermann, Vernon Wagoner in Lonedell, Donna Freter in Meramec Valley, Alison Brooke in New Haven, Alby Rohlfing in New Haven R-II, Cathy Lahmeyer in Gasconade Co. R-II, Joan Maxwell in St. Clair, Terry Cannon in Spring Bluff, Pamela Mirly in Strain-Japan, James T[illegible]ce in Sullivan, Mark Wessels in Washington, or Robert Sifford in Richwoods. These people may be reached at their respective Boards of Education offices.

The school districts are particularly interested in handicapped pre-schoolers. The districts feel that they are aware of most if not all handicapped children now in school, but not of children younger than 5 years of age.

* * *

BOOKS ON TAPE

MEDIA CATALOG - $2.50

(Lists 1,000 elementary, secondary and career education books on C-60 tape.)

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If you order from our Catalog or send a book to be taped, please send it to the following person:

Mrs. Angela Donahue, Media Coordinator
Franklin County Special Education Co-op
Box 440
Union, Mo. 63084 (314-583-8936)

* * *

FRANKLIN COUNTY
SPECIAL EDUCATION
COOPERATIVE
Becky Schroeder, Director

Box 440 Union, Mo. 63084
(314-583-8936)

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Muncie, IN 47306

Tuesday, March 19, 1:30-4:30
Parents
Joanne Butts

PROPOSAL ABSTRACT

Report on the TAPP Project
(Technical Assistance to Parent Programs)

A description of how one existing and operating parent training center assisted two newly forming parent organizations (one funded and one unfunded) to provide training to parents in rural areas.

Even though Parent Training and Information Centers are typically located in higher population areas, through effective technical assistance and adaptation to specific geographical needs, parent training programs can and have been developed for rural areas. The new TAPP Project has provided a systematic approach for encouraging and assisting newly funded Parent Training and Information Centers and groups of parents who are trying to start parent training and information programs.

One regional center for the TAPP Project has been in existence since 1979 and is owned and operated by parents of children with special needs covering all disabilities. This regional center will coordinate the workshop in cooperation with two newly developed parent programs - one recently funded and one which is a group of parents that is trying to start a Parent Training and Information Center. Both of the newly developed programs serve largely rural areas. All three programs make special efforts to serve minority and underserved families.

The workshop will use several formats:

An introduction of the basic technical assistance model used.

A panel discussion with representatives from all three parent programs describing the approach used in developing and implementing parent training and information.

A cracker barrel discussion with all participants to develop new strategies and approaches for serving rural parents. We view this as a two way exchange of information and expect participant suggestions will be useful in future technical assistance activities of the TAPP Project.

Effective training and technical assistance approaches which will be discussed through the panel and group suggestions are: (Copies of the presenters'/participants' ideas and suggestions will be made available to anyone who requests them.)

Parent Training Approach

Parents teaching other parents.

Training of parents and other professionals together to increase partnerships.

Training parents using the buddy system for one-to-one support in rural areas.

Including vocational education and transition planning in parent training focus with application to rural areas.

Creative ways to use resources in rural areas.

Least restrictive environment obstacles and solutions in rural areas

Technical Assistance Approach

Understanding the needs of the project or organization (types of parents, development of training materials, application to rural areas).

Prioritizing needs (which are immediate, etc.).

Identifying local and other resources to help with technical assistance in developing parent training and information program.

Delivery of technical assistance through these mechanisms:

a. Materials and information
b. Telephone consultation
c. Site visit
d. Demonstration of training
e. Specialized consultants
f. Evaluation of effectiveness and satisfaction
g. Measure results

A FORUM ON PREVENTING ADOLESCENT SUICIDE

Phebe Schwartz, Facilitator
Chris Hurlburt, Outreach Coord.
Early Bird
Tuesday, 3/19 - 1:30-4:30 PM

This will be a working session on preventing adolescent suicide.

Chris Hurlburt of the Whatcom County Crisis Services will discuss current statistics on adolescent suicide, some of the visible cues in an adolescent considering suicide, and models of prevention/intervention. The prevention program developed by the Crisis Center will also be presented.

The focus will then turn to developing a working network of research and resources in this field. An ACRES Task Force will be set up, to work in conjunction with the National Committee on Youth Suicide Prevention, located in New York.

A collection of materials on adolescent suicide will be on display, and addresses will be provided for acquisition of these materials.

Tuesday, March 19, 1:30-4:30 pm
Language/Hearing
Madeline R. Affolter

How To Be A Successful Rural Itinerant Teacher

This presentation will begin with a brief overview of hearing losses - the types, rates of occurance, and educational consequences. The remainder of the discussion will center around the role of an itinerant teacher in the public schools. An itinerant teacher is assigned a caseload of varied students, spread out amoung numerous and varied schools. This teaching model is perhaps the least satisfactory in terms of meeting the academic needs of disabled students. However, it is the model used by most rural districts to serve the needs of their handicapped students.

The problems and constraints of the rural itinerant model will be discussed and suggestions will be offered on ways to deal with these shortcomings. Of more important concern to the success of an itinerant is how effectively he/she deals with the people directly involved with the hearing impaired child. The numbers of people - teachers, administrators, support personnel, parents - an itinerant meets everyday can be overwhelming. An itinerant may work directly with a child for only three hours out of the thirty hours that child spends in school. The quality and amount of special help the child receives is dependent upon the other school personnel and parents. The itinerant's success as an advocate of the hearing impaired child will be directly related to how effectively he/she deals with these people. Some concrete suggestions will be offered in an attempt to clarify and strengthen the role of an itinerant teacher in the education of a rural special education student.

Madeline R. Affolter

Tuesday, March 19, 1:30-4:30 pm
Daniel P. Farrell

Ferndale High School

Dr. Dennis L. Peterson, Superintendent
Ferndale School District #502

Daniel P. Farrell, Principal
Ronald M. Cowan, Asst. Principal
James C. La Rose, Asst. Principal

Telephone (206) 384-9211
P.O. Box 428
Ferndale, Washington 98248

March 6, 1985

Ms. Feebe Schwartz
A.C.R.E.S.
Western Washington University
Bellingham, WA 98225

Dear Ms. Schwartz:

Below you will find the abstract for the speech that I intend to give on March 19, 1985, at the American Council on Rural Special Education.

TOPIC - Specialized High School applications; strategies for securing computers

Information will be provided on the sources of funding that one can examine when attempting to secure computers for high schools. Additionally, application of computers in many high school departments, vocational, special education, journalism, math, etc., will be elaborated on during this presentation. Finally, some information will be provided on how to organize a computer task force at the building level to systematically introduce computers to classified and certified personnel.

Sincerely,

Daniel P. Farrell
Daniel P. Farrell
Principal

DPF:kk

Tuesday, March 19, 3:30-4:30 pm
Bruce Walker

TO: Fifth Annual National Rural Special Education Conference

FROM: Bruce Walker

PROPOSAL ABSTRACT

The special education teacher faces unique problems when teaching in a rural area. Small student populations mean that an individual teacher must teach a wider variety of students. This makes individualizing lessons for each student all the more necessary. This demonstration will present software designed to assist th rural special education teacher meet the diverse needs of students working at low developmental levels. The software assists the teacher to individualize lessons.

The software presented is of three types:

1) Instructional software which teaches basic math skills and adjusts its presentation to the needs of the individual student.

2) A math sheet generation program which allows the teacher to tailor worksheets to the specific needs of each student.

3) A word processing program which aids the teacher in writing I.E.P.'s quickly and clearly.

acresab

Wednesday, March 20, 10:45-Noon

UNIVERSITY OF COLORADO, BOULDER

**Department of Physical Education
and Recreation**

ABSTRACT

Using Recreation to Create Work and Education Experiences for Public School and University Students.

Wednesday, March 20 10:45 a.m.

Presentors: Barbara Kraus, Patrick Long, & Lynn Murphy.
Center for Rural Recreation Research & Development
University of Colorado

Since 1981 the Colorado Office of Rural Job Training (ORJT), through the Job Training Partnership Act (JTPA), formally CETA, has played a major role in supporting recreation development in rural Colorado communities. The ORJT provides financial and staff support for the training and work-site supervision of youth who meet the eligibility of the JTPA summer job program.

Each participating youth receives pre- and in-service training in recreation programming and leadership and assumes major responsibility, under supervision of a university recreation major, for community summer recreation offerings. Two youth are assigned to each recreation work-site for 400 hours of employment.

Each eligible youth participating in this experience is assisted in developing skills in four competency areas through training, work experience, and supervisors feedback. These competency areas include: Pre-employment skills; Work Maturity skills; Basic/Academic skills; and Job Specific skills.

The benefits of this youth recreation leader summer work experience include 1) personal growth and maturity through the opportunity to assume significant responsibility for a visible community program; 2) the development and reinforcement of positive work traits applicable to any work environment; 3) the acquisition of specific skills in planning and implementing recreation activities; and 4) a sense of job and career that aids in giving direction to future vocational and educational planning.

This summer job program is conducted through the Colorado Rural Recreation Directors Project (CRRDP). The CRRDP is a partnership of federal, state, local, and private sponsorship designed to assist rural communities in establishing and maintaining recreation services. Since 1981, 40 Colorado rural communities have participated in this Project.

JOB TRAINING PARTNERSHIP ACT

SUMMER YOUTH ELIGIBILITY REQUIREMENTS

MUST BE: UNITED STATES CITIZEN, UNITED STATES NATIONAL, or REGISTERED ALIEN, AND A RESIDENT OF THE SERVICE DELIVERY AREA.

IN ADDITION, A YOUTH MUST BE:

1). BETWEEN 16 and 21 YEARS OLD INCLUSIVE

2). ECONOMICALLY DISADVANTAGED:

---RECEIVES OR IS A MEMBER OF A FAMILY WHICH RECEIVES CASH WELFARE PAYMENTS UNDER A FEDERAL, STATE, OR LOCAL WELFARE PROGRAM;

OR ---HAS, OR IS A MEMBER OF A FAMILY WHICH HAS RECEIVED A TOTAL FAMILY INCOME FOR THE SIX-MONTH PERIOD PRIOR TO APPLICATION FOR THE PROGRAM WHICH IN RELATION TO FAMILY SIZE WAS NOT IN EXCESS OF THE FOLLOWING AMOUNTS;

FAMILY SIZE	MAXIMUM INCOME
1	$2,430
2	$3,390
3	$4,650
4	$5,745
5	$6,775
6	$7,925
EACH ADDITIONAL INDIVIDUAL ADD	$1,150

OR ---IS RECEIVING FOOD STAMPS;

OR ---IS A FOSTER CHILD ON BEHALF OF WHOM STATE OR LOCAL GOVERNMENT PAYMENTS ARE MADE;

OR ---IS A HANDICAPPED INDIVIDUAL.

UNIVERSITY OF COLORADO, BOULDER

Department of Physical Education
and Recreation

Using Recreation to Create Work and Education Experiences for Public School and University Students.

Wednesday, March 20: 10:45 a.m.

Presentors: Barbara Kraus, Associate Director
Patrick Long, Director
Center for Rural Recreation Research & Development
Lynn Murphy, Associate Director
Center for Community Development & Design
University of Colorado

PRESENTATION FORMAT

Session overview and description of public school and university youth served through the Colorado Rural Recreation Directors' Project: Pat Long.

Overview of the Rural Recreation Project--Purpose, goals, services, and partnerships: Barb Kraus.

Individual and Community Development--the basis of what we are about: Lynn Murphy.

Youth Recreation Leader Training: Barb Kraus.

Competencies and Job Expectations: Pat Long.

Successes and Failures--how we plan to do it better next year: Barb, Pat, and Lynn.

Questions and some answers!

Thank you for your attendance.

Campus Box 354 • Boulder, Colorado 80309 U.S.A. • (303) 492-7333

COLORADO RURAL RECREATION DIRECTORS PROJECT

YOUTH RECREATION LEADER COMPETENCIES

Each JTPA eligible youth participating in the CRRDP is expected to develop his or her skills in four competency areas. Training and experience are provided for the youth in each of the four competency areas with regular opportunity for feedback. The four areas and select examples of each follows:

Pre-Employment Skills

---Opportunity is provided to view a video entitled "The Job Game" specifically prepared for youth entering the job market.

---A recreation leader job application specific to job expectations is completed by each youth.

---Applicant is required to personally interview for the recreation leader position.

---During training, experience is gained in developing a resume and a qualifying letter.

Work Maturity Skills

---Weekly work evaluation interview is conducted between the youth recreation leader and the recreation director (work-site supervisor).

---Evaluation documentation is prepared by the supervisor for the youth recreation leaders file following the evaluation interview.

---Personal statements by the youth recreation leader concerning growth and change resulting from the summer work experience are compiled at the end of the summer.

Basic/Academic Skills

---Certification is received in Basic First Aid.

---Organizational skills are developed in program planning and program implementation.

---Writing skills are developed by preparing news releases and public information documents.

---Personal leadership skills are developed through actually leading activities and programs.

Job Specific Skills (determined by age, maturity, and community)
Each youth may be provided the opportunity to:

---Assess participant needs in recreation.

---Develop goals and objectives for recreation programs.

---Design recreation programs.

---Conduct recreation programs.

---Conduct program evaluation.

---Respond to patron or participant complaints.

---Prepare budget for recreation programs.

---Develop schedule for recreation activities.

---Participate in staff meetings.

---Organize special events.

---Use marketing techniques to "sell" programs.

---Determine actual fees and charges.

---Maintain records of expenses.

---Interpret agency purpose to public at large.

---Inspect recreation areas for safety.

BENEFITS TO THE YOUTH RECREATION LEADERS

The major benefits of the youth recreation leader experience include 1). personal growth and maturity through the opportunity to assume significant responsibility for a visible community program; 2). the development and reinforcement of positive work traits applicable to any work environment; 3). the acquisition of specific skills in the planning and implementation of recreation programs and activities; and 4); a sense of job and career that aid in giving direction to future vocational and education planning.

In assessing the impact of the Rural Recreation Project experience on the youth recreation leaders, it was determined by the recreation directors (work-site supervisors) that: 1). this was a tremendous opportunity for young people in a community because of the varied set of responsibilities available to them; 2). the vast majority of youth respond to the challenges presented; 3). the content and format of the JTPA youth recreation leader training is appropriate and correct; and 4). the responsibilities, the experiences, and the outcomes for the JTPA youth involved in the Rural Recreation Project seem unusually well-suited to the aims and objectives of the JTPA youth program.

DEVELOPMENTAL MODEL
RURAL COMMUNITY
RECREATION SYSTEM

External Intervention

A process of external intervention is developed which clearly identifies the steps and approaches for providing technical assistance:
- Project staff established and serves as surrogate staff in the community
- Establish research and evaluation components
- Identify external resources- state, regional, and national.
- Begin informal/formal meetings between Project staff and community representatives.
- Begin educational process of what recreation is, why it is important, and how the support system can be implemented.
- Identify specific communities needing assistance
- Solicit and respond to requests for assistance from communities.
- Begin detailed background analysis of community.
- Provide immediate technical assistance on special recreation projects.
- Hire and train a summer recreation director for each of the participating communities.

Local Motivation and Initiative

Local motivation and initiative results from:
- Self interest of a special interest group such as a teen parents group or senior citizens.
- Perceived need for a facility such as a teen center, park, playground, or tourist attraction.
- Occurrence of a significant event such as a drowning, drug or alcohol incident.
- Local leaders commit time and energy.
- Community representatives request outside assistance or applyl for outside financial support.

Raising Awareness/Needs Assessment

- Establish a steering committee or an informal recreation council.
- The group explores existing services, programs, and activities, and who sponsors them, that are available in the community.
- Group assesses all of the human, physical, and financial resources potentially available for recreation.
- Begin public information and public relations on recreation and create general awareness of program.
- Begin to identify broader recreation needs, wants, opportunities, and solutions appropriate to the community.
- Introduce new alternatives of recreation pursuits in addition to traditional sports and facilities.
- Organize and publicize activities and service opportunities for community wide distribution.

Program Implementation

- Obtain formal sanction from appropriate governmental unit(s).
- Activate local human, physical, and financial resources for initiation of program operation.
- Begin providing recreation services:
  - youth programs
  - special event
  - limited-time sessions to stimulate interest but without long-term commitment of participants.
  - balance traditional, acceptable offerings with new recreation opportunities.
  - Broaden community involvement through:
    - Program participation
    - Program sponsorship
    - Use of local instructors
    - Coordination of new offerings with existing services.
- Keep local officials informed of program development
- Continue public information and public relations.
- Continue to identify local, state, regional and national resources.

Formalization or Recreation System

- Formalize recreation council.
- Explore and select alternatives of sponsorship including cooperative agreements/arrangements
  - non-profit status
  - school//town/county sponsorship
  - multi-town support
  - private industry and community sponsorship.
- Explore financial support options and begin securing that support:
  - recreation district
  - city/county sales tax;
  - city/county general fund support
  - private/corporate sponsorship
- Identify central staff who is responsible for recreation system
- Existing services are supported and a commitment made by recreation council/staff to expand recreation services to the total community or service area.
- Continue public information and public relations.

Expansion and Evaluation

- Establish system of on-going evaluation with input from participants, leaders, spectators, and general public.
- Reassessment of priorities by recreation council and staff based upon program success and feedback from community residents.
- Expand program offerings:
  - To other age and interest group
  - To include more variety of activities and format.
- Program information is shared both within the community and with other communities.
- Continue public information and public relations.

Annualization and Enhancement

- Basic programming needs are being met and focus is now placed upon
  - Special populations
  - Transportation problems
  - Facility development
  - Private/public relationships
- Formal recreaton council and continuers year-round.
- Integration of recreation system with other community system.

BEST COPY AVAILABLE

CENTER for
COMMUNITY DEVELOPMENT
and DESIGN

[illegible] 14th St Denver Colorado 80202
303 629 2816

CENTER FOR COMMUNITY DEVELOPMENT AND DESIGN

The Center for Community Development and Design is the public service outreach component of the University of Colorado at Denver: more specifically, the College of Design and Planning. The College has the only graduate academic programs in the State in Architecture, Urban Design, Landscape Architecture, Planning/Community Development, and Interior Design. Utilizing these unique resources, the Center for Community Development and Design coordinates the faculty, staff, and students of the College in providing community development, planning, design education, research, and technical assistance to neighborhoods and communities throughout Colorado that cannot afford or do not have access to these services.

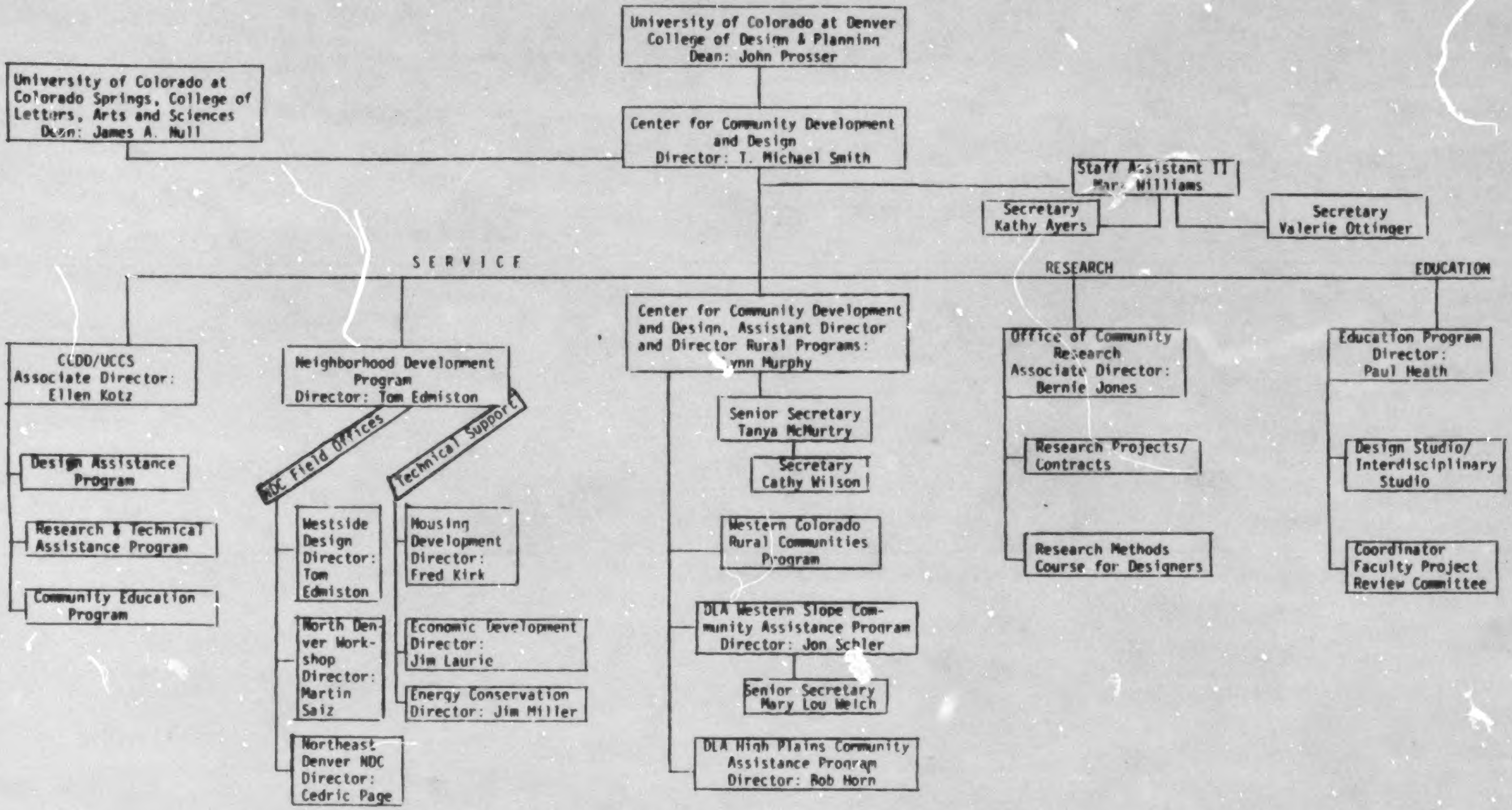
The Center has three program areas to accomplish this goal: to provide educationally oriented public service by being responsive to community requests for assistance; to improve students' educational experiences by the application of theoretical concepts and methodological skills learned in the classroom through professionally supervised field work; and to advance the state of knowledge of communities, and the design and planning fields through research on the requested projects.

The service, education, and research programs are integrated and delivered through a system of five community and neighborhood development centers: in Denver, the North Denver Workshop, the Westside Neighborhood Design Center, and the Northeast Denver Neighborhood Development Center; in Colorado Springs, at the University of Colorado at Colorado Springs, the Center for Community Development and Design; and in Grand Junction, the Small Town Assistance Center. The Center also has cooperative agreements to provide needed assistance through the community education and assistance offices in each of the five Western Colorado institutions of higher education.

The Center's mandate has been expanded recently to involve additional colleges, where appropriate, across the four campuses of the University to meet emerging Colorado community needs.

The Center enjoys an excellent reputation for responsive service to Colorado communities. Annually, the Center assists as many as 75 different communities and urban neighborhoods on 200 discrete projects involving over 200 students and three dozen faculty and staff.

UNIVERSITY OF COLORADO COMMUNITY DEVELOPMENT ASSISTANCE PROGRAM


University of Colorado at Denver College of Design & Planning Dean: John Prosser
University of Colorado at Colorado Springs, College of Letters, Arts and Sciences Dean: James A. Null
Center for Community Development and Design Director: T. Michael Smith
Staff Assistant II Mary Williams
Secretary Kathy Ayers
Secretary Valerie Ottinger
SERVICE
RESEARCH
EDUCATION
CCDD/UCCS Associate Director: Ellen Kotz
Design Assistance Program
Research & Technical Assistance Program
Community Education Program
Neighborhood Development Program Director: Tom Edmiston
NDC Field Offices
Technical Support
Westside Design Director: Tom Edmiston
North Denver Workshop Director: Martin Saiz
Northeast Denver NDC Director: Cedric Page
Housing Development Director: Fred Kirk
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Energy Conservation Director: Jim Miller
Center for Community Development and Design, Assistant Director and Director Rural Programs: Lynn Murphy
Senior Secretary Tanya McMurtry
Secretary Cathy Wilson
Western Colorado Rural Communities Program
DLA Western Slope Community Assistance Program Director: Jon Schler
Senior Secretary Mary Lou Welch
DLA High Plains Community Assistance Program Director: Bob Horn
Office of Community Research Associate Director: Bernie Jones
Research Projects/ Contracts
Research Methods Course for Designers
Education Program Director: Paul Heath
Design Studio/ Interdisciplinary Studio
Coordinator Faculty Project Review Committee

CRITERIA FOR EVALUATING PROPOSED PROJECTS

SERVICE

Basis for CCDD Acceptance of a Community Project . . . . High Medium Low

- Formal request initiated by community group, neighborhood association, etc.
- Staff judgment positive relative to community need and readiness.
- Furthers community development goals of Center (e.g., self-sufficiency, broadens base of involvement, increases awareness/capacity, increases richness/cultural diversity, inability to afford otherwise).

Feasibility Considerations . . . . High Medium Low

- Measurable impact. (e.g., jobs, housing, neighborhood shopping, etc.)
- Are these time/resources reasonable/available (cost/benefit of doing project)?
- Probability for implementation (up front assessment).
- Does it fit with establisned Center priorities or areas of focus?

Reality Check . . . . High Medium Low

- Contractual obligations/limitations.
- Assessment of political factors
- Advancement of overall CCDD reputation.
- Opportunity for broad-based staff and/or faculty involvement.

EDUCATION

Educational Basis for Accepting a Project . . . . High Medium Low

- Experiential learning for students and community.
- Interaction between student and community.
- Fits in semester.

Community Basis for Project Work . . . . High Medium Low

- Be process oriented.
- Address the development of a problem solving or problem defining model with the community.
- Utilize informal educational models with the community.
- Integrate analytical and intuitive; functional and imaginative with the community.

Teaching Approach

(Educational Basis for Project Work . . . . High Medium Low

(• Encouragement of further learning - teaches how to learn.
(• Encourages risk taking both for university and community.
(• Change or reinforce attitudes or belief systems.
(• Change affect, behavior, or cognition.
(• Student should be willing to be both student and teacher.

(Some Faculty Considerations in Considering a Project . . . . High Medium Low

(• Address the concepts of the transmission of knowledge.
(• Encourage critical thinking by the learner.
(• Be connected to an integral body of knowledge for the student.
(• Integrate analytical and intuitive; functional and imaginative.
(• Expose students to something new, something known, or application.
(• Address the development of a problem solving or problem defining model with the students.

RESEARCH

Community Basis of Research (Derived from and rooted in the Community) . . . . High Medium Low

- Based on community needs.
- Community wants the answer.
- Sanctioned by the community.
- Connected to service work.
- Action-oriented.
- Has a relationship to policy.
- Involves respondents actively (democratizes and demystifies).

University Basis of Research . . . . High Medium Low

- Meets CCDD research agenda.
- Content is related to CDP issues/concerns

Intellectual Basis of Research . . . . High Medium Low

- Guided by a good question that will generate new knowledge about practice or theory.
- Guided by an interesting question, stemming from the researcher's curiosity.
- Is supported by a body of literature.
- Allows demonstration or replicability for further study and inspiration.
- Is recorded in some fashion and disseminated to appropriate parties.

Feasibilty . . . . High Medium Low

- Answerable in that data source exists or is at least identifiable
- Do-able, i.e., resources exist to do it.
- Likely to have a payoff proportional to effort.

COLORADO RURAL RECREATION DIRECTORS PROJECT

Recreation Degree Program
University of Colorado-Boulder

AN OVERVIEW

Patrick T. Long, Project Director
Barbara E. Kraus, Project Coordinator
2/14/85

Center for Rural Recreation
Research & Development
Campus Box 354
University of Colorado
Boulder, CO. 80309
303-492-5395

INTRODUCTION

Since 1981 the faculty of the Recreation Degree Program at the University of Colorado in Boulder have assisted rural Colorado communities in meeting their recreation needs through the Colorado Rural Recreation Directors' Project (CRRDP). The CRRDP represents a partnership of corporate, local, state, and federal financial sponsorship which supports technical assistance, on-site leadership, training, education, and research. Each year a select number of communities are identified that participate in the CRRDP. Since its beginning, forty Colorado communities have formally participated.

PROJECT DESCRIPTION

The CRRDP, developed in response to a growing demand for recreation services in rural communities, represents a model of cooperation between the University and the Colorado community at large. Each rural community is unique in its resources and its capabilities. The staff of the CRRDP works closely with community representatives to assess recreation needs and to determine the best possible approach to addressing those needs.

Each participating community receives the services of a full time recreation director (University recreation major), who organizes a summer program and coordinates local resources in the community. In addition, two youth from the community are employed as recreation leaders on a full time basis. This local recreation staff plans and implements recreation activities for all age and interest groups and assists in establishing a support system for long range recreation development. Touring recreation specialists provide clinics and demonstrations which are intended to expand upon a community's recreation offerings.

PROJECT GOALS

The CRRDP has five goals, all of which are specific to furthering the partnership of the local community and the University. These goals are:

1. To provide assistance to rural Colorado communities in meeting immediate recreation needs and in long term recreation development;

2. To provide an educational experience to University students pursuing a degree in recreation management;

3. To provide significant work experience and career development assistence to community youth eligible for the Job Training Partnership Act;

4. To identify the most effective methods to implement recreation services in rural communities;

5. To measure the impact of recreation services on the overall satisfaction of rural community life.

FINANCIAL SUPPORT

Besides the direct partnership with individual communities and their residents, the University has now joined with six other funding agencies in support of the Rural Recreation Project. These agencies include:

--Office of Rural Job Training
--Center for Community Development and Design
--Mountain Bell of Colorado
--Upper Arkansas Area Council of Governments
--Colorado Council on the Arts and Humanities
--Colorado Youth Tennis Foundation, Colorado Tennis Association, and the United States Tennis Association

PROJECT SERVICES

Each participating community receives the following services:

1. A full time recreation director (University recreation major or recent recreation graduate) for the summer months. This person is selected by the CRRDP staff and matched with the local community. The director is placed in the community setting but spends the first and third weeks of the Project participating in special training and the 13th week participating in a Project evaluation session;

2. Two full-time youth recreation leader positions to be filled by local youth who are eligible for the Job Training Partnership Act employment program. These youth are hired and supervised by the recreation director and work a maximum of 400 hours for the summer. The youth attend a special recreation leader training program (at Project expense) conducted on the University of Colorado campus in Boulder during the third week of the Project;

3. Select recreation specialists who offer clinics and workshops in the participating community's. These recreation specialists have included a USPTA certified tennis professional, Colorado Womans Frisbee champion, visual and performing artists, fitness specialists, and a certified New Games Leader;

4. Technical assistence from members of the CRRDP staff and access to all available information specific to recreation development in rural communities;

5. A planning visit by the prospective recreation director to the assigned community to become familiar with the community and to establish preliminary contacts.

COMMUNITY CONTRIBUTION

Each participating community is expected to provide the following:

1. Local sponsorship of the CRRDP through appropriate formal action of the sponsoring governing body;

2. General liability coverage of an amount normal to the existing coverage for other governing body services which provides liability protection for any and all volunteer and paid recreation staff to include the youth recreation leaders and the recreation director;

3. Acceptable housing for the recreation director or a housing stipend in an amount sufficient to secure acceptable housing within the community;

4. Adequate office facilities for the recreation director and the youth recreation leaders with telephone access and a limited long distance budget;

5. A minimum of $300 to initiate recreation services and to cover miscellaneous program expenses;

6. Approval to conduct a needs assessment, follow up surveys, and/or research specific to the benefits of recreation development in rural communities (such efforts are presented for review prior to their implementation).

TRAINING

There are two training components to the CRRDP. The recreation directors selected for the Project attend a four day training session directed specifically at living and working in a rural community. This training supplements the formal degree program in recreation and focuses on service development in rural communities, supervision of youth recreation leaders, and resources available through the Project.

The purpose of the second workshop is to allow the youth recreation leaders the opportunity to develop an understanding of recreation and the role it plays in the community. Each participant becomes certified in standard first aid, learns to plan and implement different activities and programs, develops personal leadership skills, becomes familiar with age group characteristics and recreation needs, participates in communication and decision-making exercises, and develops skills in specific recreation activities.

CONCLUSION

The services provided in each community vary with the recreation needs and the level of recreation awareness and program development in each individual town. The recreation director placed in each community offers programs and services by acting as a program facilitator to coordinate local human, financial, and physical resources. Low-cost, life-long activities are the focus of local programming, and the needs of each age group, from preschoolers to senior citizens are addressed.

The characteristics which make each rural town unique are recognized and accounted for in the flexible approach of the Project. Through local involvement and support the residents of each community actively participate in the decisions necessary to successful implement a community-wide recreation system.

UNIVERSITY OF COLORADO, BOULDER
Department of Physical Education
and Recreation

COLORADO RURAL RECREATION DIRECTORS PROJECT
YOUTH RECREATION LEADERS
TRAINING AGENDA
June 10-14, 1984

SUNDAY, JUNE 10

4:00 a.m.	Arrival and check-in at Nichols Hall.
4:30 p.m.	Orientation meeting for Recreation Directors, Nichols Hall Lounge.
00 p.m.	Dinner at Nichols Hall.
6:30 p.m.	Welcome and Overview of Training Agenda: Patrick Long, Project Director and Barbara Kraus, Project Coordinator. Clare Small Gymnasium.
7.00 p.m.	Video: Colorado Rural Recreation Directors Project.
7:30 p.m.	Introductions: Jill McIntosh, Recreation Director, Hayden and Robin Nelson, Recreation Director, Westcliffe.
8:30 p.m.	Video: The Job Game.
9:00 p.m.	Employee Responsibilities--Expectations of the Office of Rural Job Training: Ken Strychalski, Program Director, Northwest Colorado Council of Governments.
9:30 p.m.	Goal Setting--Personal and Project Expectations: Barb Kraus and Pat Long.
	Eleven O'Clock is the Magic Bewitching Hour for all Training Participants.

MONDAY, JUNE 11

7:00 a.m.	Breakfast at Nichols Hall.
8:30 a.m.	Group A: Recreation and Leisure--What is it? Nancie Brabec, Recreation Director, Basalt, and Chip Pew, Recreation Director, Debeque. Room 158, UMC.
	Group B: Exploring Attitudes and Values, Barb Kraus. Room 159, UMC.
9:30 a.m.	First Aid Certification: Ruthanne Robinette, Certified Trainer and past Project Recreation Director, and Leslie Travis, Recreation Director, Collbran. Room 157, UMC.
12:00 p.m.	Lunch at Nichols Hall.
1:00 p.m.	Frisbee and Hacky-Sack Clinic: Leslie Scott, Colorado Womens State Champion. Farrand Field.
3:00 p.m.	Group A: Program Planning for Recreation Services, Barbara Kraus. Room 159, UMC.
	Group B: Recreation and Leisure--What is it? Nancie Brabec, and Chip Pew. Communication, Sandy Miller, Recreation Director, Delta, and Liz Green, Recreation Director, Ouray. Room 158, UMC.
5:00 p.m.	Dinner at Nichols Hall.
6:30 p.m.	Group A: First Aid Certification, Ruthanne Robinette and Leslie Travis. Room 158, UMC.
	Group B: Cardiovascular Health and Fitness, Zung Vu Tran, Exercise Specialist, University of Colorado, Boulder. Room 159, UMC.
8:00 p.m.	Small Group Options.
11:00 p.m.	The Bewitching Hour.

Campus Box 354 • Boulder, Colorado 80309 U.S.A. • (303) 492-7333

TUESDAY, JUNE 12

7:00 a.m.	Breakfast at Nichols Hall.
8:30 a.m.	Group A: Exploring Attituces and Values, Barb Kraus. Room 159, UMC.
	Group B: Cooperation and Teamwork, Julie Scofield, Recreation Director, Granby, and Joe Behm, Recreation Director, Kremmling. Room 158, UMC.
9:30 a.m.	First Aid Certification: Ruthanne Robinette and Leslie Travis. Room 157, UMC.
12:00 p.m.	Lunch at Nichols Hall.
1:00 p.m.	New Games Training: Ruthanne Robinette, Certified New Games Referee and Trainer. Farrand Field.
3:00 p.m.	Group A: Communication, Sandy Miller and Liz Green. Services for Special Populations, Joe Sullivan, Recreation Director, Parachute, and Jim Rhein, Recreation Director, Ridgeway. Room 158, UMC.
	Group B: Program Planning for Recreation Services, Barb Kraus. Room 159, UMC.
5:00 p.m.	Dinner at Nichols Hall.
6:30 p.m.	Group A: Cardiovascular Health and Fitness: Zung Vu Tran, Exercise Specialist, University of Colorado, Boulder. Room 159, UMC.
	Group B: First Aid Certification: Ruthanne Robinette and Leslie Travis. Room 157, UMC.
8:00 p.m.	Small Group Options.
11:00 p.m.	Bewitching Hour.

WEDNESDAY, JUNE 13

7:00 a.m.	Breakfast at Nichols Hall.
8:30 a.m.	First Aid Certification: Ruthanne Robinette and Leslie Travis. Room 157, UMC.
11:00 a.m.	Group A: Cooperation and Teamwork, Julie Scofield and Joe Behm. Room 158, UMC.
	Group B: Services for Special Populations, Jo Sullivan and Jim Rhein. Room 159, UMC.
12:00 p.m.	Lunch at Nichols Hall.
1:30 p.m.	Group A: Leadership, Ken Silverberg, Recreation Director, Julesburg, and Terri DuBeau, Recreation Director, Salida. Room 422, UMC.
	Group B: Planning Tournaments, Jeff Colvin, Recreation Directo Walden, and Connie Bender, Recreation Director, Norwood. Room 425, UMC.
2:30 p.m.	Group A: Planning Tournaments, Jeff Colvin, Recreation Directo Walden, and Connie Bender, Recreation Director, Norwood. Room 425, UMC.
	Group B: Leadership, Ken Silverberg, Recreation Director, Julesburg, and Terri DuBeau, Recreation Director, Salida. Room 422, UMC.
3:30 p.m.	"Being a Warrior" Don Nielsen, Three time United States Olympic Biathlon Competitor and Columnist for the Denver Post. Room 104, Clare Smell Gymnasium.
5:00 p.m.	Dinner at Nichols Hall.
6:30 p.m.	Volleyball Tournament.
11:00 p.m.	Lights Out!

THURSDAY, JUNE 14

7:00 a.m.	Breakfast at Nichols Hall.
9:00 a.m.	Closing Session: Marty Hirmer, Recreation Director, Buena Vista and Lori Graff, Recreation Director, Florence. Farrand Field.

Wednesday, March 20, 10:45-Noon
Diane Baumgart

ABSTRACT

Secondary Transition and Youth Employment Project in Rural and Sparesely Populated Areas

Regional adult agency representatives and school district personnel in rural north Idaho have documented the need for planned transitions from high school to employment and for secondary curriculum that prepares students with handicaps for work. These agencies are involved in a cooperative three year federal model demonstration grant along with the Department of Special Education at the University of Idaho to develop and implement innovative secondary/vocational curriculum and planned transition strategies. The model will meet not only the specialized needs of students at the secondary level but also will directly address the service delivery issues of rural and sparsely populated areas: heterogeneous groupings of students; lack of public transportation systems and large industrial centers; and low tax bases which support resources often utilized at the secondary level for vocational programming.

The session will include a presentation by grant personnel and agency and public school personnel on their effort in the following areas:

An interagency strategy for providing transition plans for students and their parents/caregivers for the step from school to work;

A system for determining the eligibility of students for adult services;

Strategies for providing information to parents and students on post-secondary options/service agencies and

involving them in the transition planning process;

A curriculum for secondary students which incorporates on-the-job training for all students and school-based vocational and industrial training for certain students; and

A process and survey format used to conduct a follow-up of graduates and drop-outs from the school district and evaluate the project effectiveness.

The presentation will include a discussion of the overall model, future and ongoing research activities, and dissemination of products utilized in the project.

Wednesday, March 20, 10:45-Noon
Joyce Garrett
Albert Marshall

ABSTRACT

Recent discussions of education in America have addressed the possibility of a teacher shortage and the impact of such a shortage in rural areas of the country. Special educators have long been aware of the already existing shortage of well-trained teachers of the handicapped, especially in rural settings. This paper will discuss the use of the Instructional Television For Students (ITFS) system to train special education teachers (Resource Specialist Teachers) to serve handicapped students in remote areas.

The system to be discussed (using a slide-tape presentation) is one of the first and one of the most sophisticated and extensive in the country. A campus studio classroom with four cameras and seating for 30 provides an instructional setting for originating, or receiving, training programs which can be linked by one-way video and two-way audio reception to 16 off-campus learning centers. Since the University has recently purchased and installed a ten meter Scientific Atlanta Uplink/Downlink C-Band Earth Station the capacity to originate teleconferences and short training courses for constituents in the state, the Western United States, and beyond has been greatly expanded. In addition, courses can now bear credit that will lead to University degrees. This campus is one of only five institutions in the United States that possesses this telecommunications technology and capability.

Currently, the system is being used to deliver training modules relevant to the preparation of Resource Specialist Teachers. The modules include course work in assessment, inservice education, parent education, vocational education, consultation, coordination, and the law. The ITFS system allows teachers-in-training to be served in or near their local communities, provides a greater link between the local education agency and the University, and contributes to relevant

on site experiences. The practica which accompany these modules are supervised in local schools through the cooperation of university faculty and district administrators.

University administrators and others interested in personnel issues related to difficulty of preparing special educators in rural areas should find this discussion of a very innovative technology both informative and exciting.

Wednesday, March 20, 10:45 - Noon
Greg Renter
Craig Cousland

EDUCATION IN MOTION: INSTRUCTION ON THE SCHOOL BUS

The Beloit Special Education Cooperative is located in rural North Central Kansas. Because of the sparsity of population, low incidence handicapped students are bused to Beloit for those services. These students are on the buses in excess of an hour per day. This time has been essentially wasted and often resulted in behavior problems on the bus.

This project, funded with a Title VI-B grant, sought to provide students with instructional activities while they were on the bus. The activities were to focus on I.E.P. objectives, utilizing materials which were high-interest and different from those available in the classroom. Paraprofessionals were placed on each bus to assist students in working on the activities, to monitor progress, and reinforce appropriate behaviors.

The students' classroom teachers provide paraprofessionals with weekly lesson plans which specify the I.E.P. objectives addressed and procedures and materials to be used. Paraprofessionals gather the materials, set up student work schedules, and consult with teachers as needed. They also complete the weekly lesson plan forms by providing information on the quality and quantity of student work.

In the last three years this project has served students who are hearing impaired, trainable mentally retarded, and educable mentally retarded. Total number of students served thus far is thirty-five. The project has increased individual student's instructional time between twenty-two and forty-eight minutes per day.

The presenters will give an overview of the "Education In Motion" project and discuss its benefits as a low-cost option for increasing instructional time for bused students.

Presenters: Greg Renter and Craig Cousland
Beloit Special Education Cooperative
Beloit, Kansas

EDUCATION IN MOTION: AN EXTENSION OF THE SCHOOL DAY

The Beloit Special Education Cooperative is located in rural North Central Kansas. Because of the sparsity of population, low-incidence handicapped students are bused to Beloit for those services. These students are on the buses in excess of an hour per day. This time has been essentially wasted and often resulted in behavior problems on the bus.

This project, funded with a Title VI-B grant, sought to provide students with instructional activities while they were on the bus. The activities were to focus on I.E.P. objectives, utilizing materials which were high-interest and different from those available in the classroom. Paraprofessionals were placed on each bus to assist students in working on the activities, to monitor progress, and reinforce appropriate behaviors.

The three paraprofessionals on the buses provide supplementary instruction to the handicapped students riding between their home district and centralized attendance center. Each Friday, the students' classroom teacher writes a lesson plan to cover a one-week period (form attached). This plan indicates the target objective from the student's I.E.P. and recommends materials. As the lessons are accomplished, the paraprofessional records the time involved and student performance. Between bus trips packets of materials are accummulated for the next trip. These packets include the copy of the lesson plan, student materials, monitoring materials, and any equipment needed.

On Thursdays, the completed lesson plan sheets are returned to the classroom teachers for review to aid in the development of the next week's plan. This cycle continues throughout the year. Students receive stickers or other reinforcers for completion of tasks, etc. Reinforcement programs are designed by the para and classroom teacher to meet the specific motivational need of individual students.

Periodic inservice activities are scheduled to review new teaching materials, develop communication skills between para and student, and teacher and para. Because of bus schedules, these meetings are usually scheduled in the evening for approximately three hours.

In the last three years, this project has served students who are hearing impaired, trainable mentally retarded, and educable mentally retarded. Total number of students served thus far is thirty-five. The project has increased individual student's instructional time between twenty-two and forty-eight minutes per day. Times vary due to individual student abilities, interest, and length of bus ride.

Because student instructional objectives focused on within the project were also being covered in the classroom, as the primary location of instruction, it is impossible to say that the "Education In Motion" project resulted in mastery of any student's objectives. The classroom programs with the support of this project, accomplished over seventy percent of the specific objectives chosen for the "Education In Motion" weeky lesson plans.

In addition to student growth, the following comments have been made:

Teacher: "Children seem more ready to start work when they arrive at class in the morning."

Teacher: "...provides an atmosphere different than the classroom, thus showing students that they can learn outside the classroom."

Parent: "This is so much better than sitting in the bus window watching the wheat fields go by!"

The most glaring weakness of the project has been identified as the lack of time for coordination between the project paraprofessionals and classroom teachers. Teachers have also voiced a concern that the "lesson plans" are time consuming and they don't have adequate time to review materials prior to writing the "plans".

This project is a low-cost option for increasing instructional time for bused students. Superintendents from the Beloit Special Education Cooperative have been convinced of the project's value and are committed to continuing it with local funds.

Greg Renter, Director

Craig Cousland, Teacher

Beloit Special Education Cooperative
116 West Main Street, P.O. Box 547
Beloit, Kansas 67420
(913) 738-3261

BUS NO.

EDUCATION IN MOTION
WEEKLY LESSON PLAN

Student: ______________________ Week of: ______________

Classroom Teacher: ______________________

IEP Objective Addressed: ______________________

Materials to be Used: ______________________

Specific Lessons or Units	Elapsed Time	Student Mastery Level
FRIDAY PM:		
MONDAY AM:		
PM:		
TUESDAY AM:		
PM:		
WEDNESDAY AM:		
PM:		
THURSDAY AM:		
PM:		
FRIDAY AM:		
	Total	

Comments: ______________________

Wednesday, March 20, 10:45 - Noon
Dian McIntosh
Aileen Law
Gail Raymond

ABSTRACT

MODEL PERSONNEL PREPARATION PROGRAM--TRAINING SPECIAL EDUCATION CONSULTANTS FOR MAINSTREAMED STUDENTS WITH DISABILITIES

The major purpose of this project was to design, develop and implement a service delivery model that will meet the unique learning needs of handicapped children in sparsely populated rural areas. This will be met through providing preservice training in special education so that the participants may function as school demonstration agents. This system is based on the existing Cooperative Extension Service Model conceived and implemented to serve agriculture, and predominant in the rural areas of South Carolina.

There are three major objectives that are to be met. These are:

#1. To provide coursework to eighteen regular classroom teachers in 7 rural school districts which will lead to a master's degree in special education.

#2. To modify existing special education courses to include an emphasis on the needs of handicapped children in rural areas.

#3. To provide consultation to 18 participants through biweekly visits to their schools.

This select group of building-level teachers, once trained, will provide systematic and long-range inservice to their fellow teachers rather than relying on outside authorities who rarely know the school and its unique needs. In addition, a series of summer programs have been established, to enhance the learning which has taken place during the year. The University of South Carolina faculty make up the nucleus of the full-time faculty in both summer programs, and the courses offered during the year.

Nick A. Henry
Sandra Greer
Wednesday, March 20, 2:45-4:15pm

Pittsburg State University
Pittsburg, KS 66762

An Integrative Remedial Reading/Learning Disabilities Model

ABSTRACT

This session will integrate diagnostic and instructional practices supported by research with classroom methodology. The resulting model can be used as a guide for identifying, placing, and remediating students with reading problems.

A Teacher's Resource Manual will be a major component of the presentation. The purpose of this manual is to assist the regular classroom teacher, the remedial reading teacher, and the teacher of the learning disabled in providing an appropriate education for students with reading problems. The manual is a step-by-step approach to screening, identification, evaluation, placement, and remediation of students with reading deficits.

OPOSAL ABSTRACT

Wednesday, March 20, 2:45-4:15 pm
Dvenna Duncan
June Lemke

ACRES Fifth Annual National Rural
Special Education Conference

Recent research on the education of the learning disabled is pointing to the fact that the most effective means of educating these youngsters is within the regular classroom. This is especially true in rural settings where the small number of exceptional children within any school district prevent any homogeneous groupings.

In order to effectively mainstream handicapped students into the regular education program of the public schools it is essential that regular education and special education teachers be able to identify and remediate the learning problems of those students who do not progress satisfactorily through the regular education curriculum. Too often the focus of intervention efforts is the academic products of the learners rather that the faulty learning procedures and processes engaged in by the learners. This the learning objectives tend to involve giving the learner more practice performing a procedure which has not proven to be effective in the past. Recent research indicates that the practice may actually inhibit learning by causing the youngster to practice incorrect methods and result in the need for more trials to learn when an effective procedure is found.

The purpose of this presentation will be to demonstrate an assessment process which will focus upon the pinpointing of learning procedure ~~and process~~ problems. Participants will then be given a demonstration regarding the use of this assessment information in order to design programs which will effectively remediate the problem within the regular classroom setting.

An emphasis will be upon teaching the student to accept the responsibility to remediate his own learning, thus promoting indenendent learning.

Participation from the audience will be encouraged throughout the presentation and a case study will be presented in order to illustrate the procedures presented.

Kay Alicyn Ferrell
Wednesday, March 20, 2:45-4:15pm

RICAN FOUNDATION FOR THE BLIND, INC. 15 WEST 16th STREET, NEW YORK,N.Y.

REACH OUT AND TEACH: Materials for Parents of Young Children with Visual and Multiple Handicaps

Kay Alicyn Ferrell
National Consultant in Early Childhood
American Foundation for the Blind

ABSTRACT

Because the incidence of blindness and visual impairment is only one-tenth of one percent in the school-age population, families living in rural areas often have difficulty locating early childhood services which address the unique needs of visually handicapped infants and preschoolers. When services are available, they tend to be geared toward the larger categories of exceptionality in curriculum, methodology, and teacher preparation. In an effort to address this problem, the American Foundation for the Blind has developed a multimedia program for and by parents of visually handicapped and/or multihandicapped young children. This presentation will describe the materials and demonstrate how they can be used with and without the assistance of teachers and counselors.

Reach Out and Teach consists of four parts: (1) The Parent Handbook, containing activities and suggestions for parenting and teaching; (2) The Reachbook, a programmed workbook that functions as both baby book and records file, with assessment strategies and charts for keeping track of physical, medical, and developmental progress; (3) 7 slide presentations, highlighting the subjects covered in the Parent Handbook; and (4) a Teacher's Manual, listing behavioral objectives, parent competencies, and discussion guides for use with the slide presentations. All skill areas are presented without reference to age norms and in terms of the basic skills that all children need to learn.

Two years were devoted to field-testing the materials. One hundred eighty parents participated in six workshops held across the country, while and additional one hundred fifty families corresponded by mail and telephone with a teacher at the American Foundation for the Blind. Correspondent families sent in pages from the Reachbook, which the teacher reviewed, commented on, and returned to the families with additional ideas.

Reach Out and Teach could prove useful for rural parents and teachers as a primary or supplementary service delivery system. Participants in this session will have an opportunity to examine the written materials and view selected slide presentations.

Diane Shaner Bassett
Marilyn Kay Johnson
Wednesday, March 20, 2:45 - 4:15pm

Title: WHO ME? OUT THERE? TEACHING THEM? RURAL ADAPTATIONS FOR MAINSTREAMED CLASSROOMS

Presentors: Diane Shaner Bassett and Marilyn Kay Johnson, University of Alaska, Anchorage

Time: Wednesday, March 20, 2:45 - 4:15 p.m.

Teaching in rural Alaska is a unique experience. No roads connect villages and many times all residents share one common pay phone. Most regular classrooms are multigrade and may include a wide range of both English and Native speaking students. Mainstreaming is the rule rather than the exception, but teachers are often at a loss as to how to adequately serve the needs of all their students. Through a federal grant, a videotape has been developed to show the accommodation of mainstreamed exceptional students in five classrooms throughout Alaska. It is meant to be a teaching tool for use with a rural-based teacher training training program to allow preservice students to "observe" more of the various teaching styles and models than are generally available in a single village.

The workshop presented at this conference will demonstrate the use of the forty minute videotape. Also included will be a packet of preorganizers which has been developed to accompany the presentation. This packet contains a script for faculty and discussion guides and activities for student use. All materials focus on the variety of teaching styles and strategies appropriate for a broad range of learners.

TEACHING MAINSTREAMED STUDENTS

Page 1	Introduction Page
Page 2	Videotape Student Guide
Page 3	Student Summary Questions
Pages 4-13	Instructor Narration and Discussion Guide

DIRECTIONS TO FACILITATOR:

1. HANDOUT the Introduction page and review with students. Emphasize that, in looking at the videotape, they will see mainstreamed students, although they will not be identified per se. Also, they will be looking for identifiable teaching styles that they may later choose to adopt for themselves. Allow 10 minutes for this activity.

2. HANDOUT the Student Videotape Guide. This chart is to be filled in while viewing the tape. Explain the categories before they begin and emphasize that they are to record their own opinions.

3. VIEW the videotape. You have been given a narrative of the videotape with which to follow along. The left hand column of each page provides suggested questions for discussion during the tape. Total time of tape and questions is 55 minutes.

4. HANDOUT Student Summary Questions. Students can use the Videotape Guide to help them respond to these questions. The questions should provide a good summation of the various teaching styles and means of adapting to all students. Time for questions and discussion is 25 minutes.

5. Total time for this session is expected to be 90 minutes. This can be shortened by assigning the student summary questions to be done later separate from the mainstreaming lesson.

Dean's Grant Project
University of Alaska, 1984

(DG#2)

INTRODUCTION

TEACHING MAINSTREAMED STUDENTS

This videotape examines five Alaska classrooms where identified exceptional students have been mainstreamed into regular classrooms. Mainstreaming is a common educational delivery system in Alaska which integrates exceptional students into regular classrooms. Ideally the special education teacher works with the regular instructor to plan the best educational program for the special education students.

In practice, mainstreaming takes several forms. In some schools the student receives all instruction in the regular classroom. In other situations the child receives help in the special education resource room for part of the time and is in the regular classroom for the rest of the school day. Sometimes a special education aide works with the student under the supervision of an itinerant special education teacher and the classroom teacher.

There are a number of reasons for mainstreaming exceptional students. For one thing, it provides an atmosphere for normal peer relationships and allows both exceptional and regular students to interact freely. Studies have shown that mainstreamed students do just as well in regular class situations as they do when they are put in special classes. From a small district point of view, mainstreaming offers a model that is feasible to deliver considering the expense of special education teachers. This is especially true in rural Alaska where small student populations discourage school districts from hiring special education teachers for each school or type of handicapping condition.

The expansion of mainstreamed classes can help lessen the detrimental effects of labeling of exceptional students. By providing an appropriate individualized education in the regular classroom, special education students do not have to become ostracized in the process.

As a classroom teacher, you will be expected to provide services to a wide range of students, including those with special learning needs. A good teacher with mainstreamed students does not necessarily need a lot of special education training. But they do need to demonstrate good teaching by utilizing a wide variety of teaching techniques and adaptations to the many learning styles that occur in any classroom.

The purpose of this videotape is to demonstrate that each of us can develop our own unique teaching styles which we can successfully apply to all of our students. Please keep in mind your personality, organizational skills and present teaching strengths and weaknesses while you view these classrooms. Remember - you're a diamond in the rough waiting to shine!

VIDEOTAPE STUDENT GUIDE

Teaching Examples	Behavior Management Techniques	Size of Student Group	Teaching/Classroom Strengths (includes teaching techniques, teacher affect, classroom set-up, etc.)	Teaching/Classroom Weaknesses (includes teaching techniques, teacher affect, classroom set-up, etc.)	Teaching Style (as you see it)
Class #1 Rural Bethel					
Class #2 Rural Pilot Point					
Class #3 Urban Fairbanks					
Class #4 Urban Fairbanks					
Class #5 Urban Fairbanks					

STUDENT SUMMARY QUESTIONS
(Use after observing videotape)

1. Which classes seemed best suited for mainstreaming exceptional students? Why?

2. Which instructional techniques seemed superior in enhancing a mainstreamed child's learning?

3. What classroom routines might be altered to help mainstream a student?

4. With which of these teaching styles would you be comfortable? Describe what your particular style of interaction would be with students. If necessary use the back of this paper.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION

This videotape deals with education for all students, including mainstreamed students. As a teacher you will encounter students with a variety of needs. You will have children who simply learn differently as well as handicapped children who have been mainstreamed into your regular classroom. How will you provide for their needs? How can you teach all of your students effectively?

While this tape doesn't pretend to provide answers to these questions, it does show short segments from five very different classrooms into which exceptional students have been mainstreamed. The classroom settings, student populations, teacher styles, and methods vary dramatically and yet, each system is quite effective in its own way.

Hopefully from these segments you will simply see that a variety of teaching styles and methods can be appropriate for meeting the needs of all students.

The first two classes you will see were filmed in rural areas while the latter three classes were urban.

The group you are now watching is located in a large rural community. The task at hand is making peanut butter cookies.

Classroom #1

Notice the cultural composition of this classroom and also notice the responses of each individual child.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	As you can see, the students are asked to use a variety of reading, math, comprehension and oral skills as a preface to actually making and eating the cookies.
STOP TAPE	STOP TAPE
Notice how the teacher changes the modes of presentation from visual to auditory to motor. How does she capitalize on student's strengths?	As you can also see, the teacher employs a range of question techniques. While some questions are quite directive, requiring spe- answers, others are more thought provoking and open ended.
	Many students respond better when asked to do something with feeling the milk (or, later on - smelling the mace). This is an especially effective technique with mainstreamed students because it invites them to become involved in the activity and it capitalizes on concrete situations.
	Can you think of some other ways that this lesson would be good for a mainstreamed student? How about ways that it might be difficult for them?
STOP TAPE	STOP TAPE
Discuss question from tape.	Notice the teacher's calming affect. If this style is comfortable for you, it can be used effectively as a behavior management technique.
	Overall, would you be comfortable teaching a lesson such as this one?

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #1 (Continued)
STOP TAPE	STOP TAPE
What does the narrator notice that she's calling "teaching style?" Would you be comfortable conducting this type of lesson? Why or Why not?	
	Classroom #2
	This next excerpt was filmed in a small rural community. The class is for grades K-8 and has only 6 students. The teacher is well known through-out the district as a most effective teacher. He utilizes his time with students by aiding them more individually rather than by coordinating group work. As you can see, the style of this teacher varies greatly from the previous teacher. His questioning is subdued and greater response time is allowed. Students aren't competing with one another to answer.
STOP TAPE	STOP TAPE
Based on cultural considerations, why might less competition prove effective in this classroom?	Notice how eagerly this student approaches his individual time with the teacher. Obviously, the structure of the class and expectations of the teacher are clearly understood by the students. While the teacher works individually with one student the others get directly to their tasks and stay on task for the duration of the lesson.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #2 (Continued) While the overall roles of both the teacher and students in this classroom are quite similar to many classes, the way in which those roles are played out differs. For instance, students are certainly expected to demonstrate their understanding to the teacher but are asked to do so in a more private, personal way than the large, vocal group response so characteristic of many classrooms. Because the class is small and multigraded and because these students are well known to one another, the environment of the classroom is more intimate and less threatening. Competition for display of knowledge is neither required nor apparent.
STOP TAPE	STOP TAPE
How does the small class size affect the learning environment?	
	What are some ways in which this classroom might be good for a mainstreamed student and in what ways might it be difficult? Given this brief example, how might you account for the success of this teacher? What personal, social, cultural and community factors might be influential here? Would you be comfortable in this kind of a teaching situation using a highly individualized style?
STOP TAPE	STOP TAPE
Use discussion questions from videotape.	

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #3 This is a large urban sixth grade classroom into which an emotionally disturbed student has been mainstreamed. Such mainstreaming occurs only after the student can comfortably participate in a regular classroom setting. The experiential lesson you are watching is the continuation of a world geography project in which students are making paper mache globes. Today's lesson began with a clear review of the concepts of latitude and longitude and with directions for marking the globes accordingly. As you can see, the role of the teacher in this lesson differs from those previously seen. While this teacher began the lesson with clear directions, his role at this point is more facilitative. he doesn't reprimand the students, but rather, monitors and scans the groups getting them back on task with specific directions and encouragement. Can you identify the special student in this class? It's not these guys!
STOP TAPE	STOP TAPE
What does this say about our expectations of mainstreamed students? (Answer: We expect them to stick out with behavior problems.)	As in the peanut butter cookies lesson, this experiential approach is good for mainstreamed students because it provides hands-on experience and allows for peer interaction and self direction. The noise, distractions, and lack of specific structure, however, might be difficult for a special student.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #3 (Continued) Obviously this class is noisier than the other two, but for the most part, it is productive. Expect some increased noise levels when a project like this is done. Would you feel comfortable in this kind of situation?
STOP TAPE	STOP TAPE
Why would a hands on experience like this benefit all students? What problems could arise from mainstreamed students in this lesson?	
	Do you think that the students in this class are grouped effectively for work on a project? What are some considerations for such grouping? How do you go about putting people together successfully?
STOP TAPE	STOP TAPE
What student groupings did you notice? Could you guess how the teacher designed the groups. Would you feel comfortable in this classroom? Why or why not?	Three weeks later.
	As you can see, this has been an enormous project to coordinate. It has taken lots of skill, patience, and stick-to-itiveness on the part of all students and the teacher, but the benefits have been well worth the time spent. These sixth grade students have handled the complexity of this project quite successfully. Obviously, younger students might have had difficulty.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #3 (Continued) Again, can you see how this project has been beneficial in many ways for all of the students, including mainstreamed students?
STOP TAPE Would you teach a world geography lesson this way? Why or why not? How would you structure the lesson?	STOP TAPE
	Classroom #4 This is a fourth grade classroom into which a handicapped student has been mainstreamed. For this lesson, the class is divided into one large and one small group. The larger group, in the foreground, is expected to take their direction from the board while the teacher gets the smaller group started. On this particular day, as well as on others observed, the teacher gives very thorough and careful verbal directions to the smaller group while the larger group is expected to work well on its own from routine written directions. Since these girls have finished their assigned work, they've chosen to quiz one another from a spelling book. Notice that the teacher in this class assumes a variety of roles. She both directs, facilitates and monitors the classroom work; helping individual students when necessary and offers encouragement.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #4 (Continued)
STOP TAPE	STOP TAPE
In what way is this "traditional" classroom geared to aid mainstreamed students?	Notice that there are a variety of supplemental materials available to students when they've finished their assigned work. These boys have finished and have choosen to read comic books. While the teacher is now ready to work with the larger group as a whole, she effectively scans the class for potential problems. Unlike the previous class, this lesson is very structured. Such structure is often quite comfortable and necessary for mainstreamed students. Notice that this teacher uses positive comments and a teaching style to stimulate the class.
STOP TAPE	STOP TAPE
What benefits are there for mainstreamed students in this type of environment? Would you feel comfortable with this teaching style?	
	Classroom #5 This final segment is of a second grade urban classroom which relies heavily on structure and on behavior modification. Due to its structured format, this class contains a high percentage of mainstreamed students. A teacher and a student teacher are working together in this class.

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #5 (Continued)
	As the camera scans the room, notice the variety of tasks in which students are engaged. While the teacher works with a reading group, some students are listening to a language tape, one works at the computer, and the others do individual work at their seats.
	Notice also how the physical setup of the room accomodates such activities. There is a reading center, teaching table, listening center, in and out assignment baskets, and a computer.
STOP TAPE	STOP TAPE
How does this teacher change her room to accomodate the mainstreamed students?	Hi! (Teacher narrative)
	As you can see, most students do indeed seem to be on task.
	There is lots of movement, but none seems to be counterproductive. That is, students seem to know where to go next and for what purpose.
	This teacher consistently rewards students by verbally stating specific behaviors that she likes. She also uses a very calm affect as a behavior management technique.
	How do you think Chad feels about being on a timer system? Can you think of any other techniques you might want to try with a child like Chad?

INSTRUCTOR DISCUSSION GUIDE	TAPE NARRATION
	Classroom #3 (Continued)
STOP TAPE	STOP TAPE
Why was a timer used to monitor the student's behavior? Would you feel comfortable doing this in your classroom? Why or why not?	The structured orderly scheme of this classroom is clearly consistent throughout from its materials, structure and organization to the style of this principal teacher. Notice that while this student teacher utilizes the same materials and structure as the principal teacher, her style is quite different. This alone should be a pretty clear indicator that most techniques can be adapted to various teacher styles and patterns of interaction.
STOP TAPE	STOP TAPE
In what ways did this teacher use her student teacher effectively to manage the mainstreamed classroom?	Conclusion Think back now to the classrooms you've just seen and remember that each distinctive teacher style was effective for both mainstreamed and regular students. Note down a few of the techniques you saw and try them out when you're teaching. Experiment! Make mistakes and figure out what feels best for you. Developing your own teaching style while remaining open to alternative approaches is critical for becoming an effective teacher. Good luck!
STOP TAPE	STOP TAPE
HAND OUT STUDENT SUMMARY QUESTIONS.	

Wednesday, March 20, 2:45-4:15 pm
Dale Braiman

ABSTRACT

The Multi-agency Network for Severely Emotionally Disturbed Students began in 1982 as a result of state legislation requiring that major service providers network services throughout the State of Florida within five years. Funded by 94-142 dollars, the Department of Education, in cooperation with the Department of Health and Rehabilitative Services, started an urban and a rural pilot project to establish models for networking services to severely emotionally disturbed (SED) students.

The four major goals of both projects are as follows:

1. Provision of a complete array of education, mental health treatment, and residential services.
2. Improvement of existing education, mental health treatment, and residential services.
3. Continuous multi-agency planning, implementation, and evaluation of education, mental health treatment, and residential services for severely emotionally disturbed students.
4. Dissemination of exemplary policies and procedures developed by pilot projects.

The implementation of those goals differ greatly. The urban project was designed to develop awareness and coordination of existing services. The rural project was designed to raise awareness of children's needs for services that did not exist. The reasons for service gaps in rural Florida can be traced to several origins:

1. lack of sensitivity of SED children
2. lack of administrative support and/or know how in developing programs
3. lack of trained personnel
4. history of agencies working in isolation or within informal structures which inhibited creative planning.

The most salient feature of our project is not any product of the project staff, but rather the process of the administrative organization. All of the eleven school districts, four community health agencies, District Mental Health Board, and professionals in HRS Sub-Distrit III-A are represented by the local Advisory Forum which monitors and develops the project, but because of the many responsibilities undertaken by rural ESE directors, there are few who successfully plan for the program needs of such a very difficult and specialized group of students. In response to a lack of expertise the rural project divided the Advisory Forum into smaller regional components, thus allowing for easier communication between those professionals from a variety of agencies who "naturally" function in the same geographic areas. These regional groups have the responsibility of identifying service gaps, and in dialectic with the project staff, develop alternatives for service delivery models for SED children.

The alternatives will be presented to the Advisory Forum to be adopted as an SED Children's Plan. The Forum will use this plan as a platform for legislative support for more community based programs for SED children. The models thus far discussed have included, but are not limited to:

1. development of SED centers to be shared between counties
2. development of an itinerant mental health team including the potential for art and activities based therapy, individual and group therapy
3. the development of prevention programs which will include a special tract for SED students
4. day treatment programs coordinated with the University for pre-service training
5. teacher training/support programs
6. an individual therapeutic and educational plan
7. a new labeling process for SED students
8. a case management system which will coordinate between agencies' placement options for SED children and their families

Wednesday, March 20, 2:45-4:15 pm
James Jacobs

QUALITY INSERVICE TRAINING FOR RURAL EDUCATORS: A FUNCTIONAL ALTERNATIVE

Target Audience: Teachers, Administrators, University Faculty, State Department Personnel.

Providing quality inservice training for teachers and administrators from very low population density areas has always been a major concern. In the spring of 1977, the Area of Special Education, University of Wyoming, decided to directly address the issue.

Working jointly with the SDE, it was determined that a tremendous number of Wyoming's public school teachers were in need of a survey course in special education for re-certification purposes. Such a course was designed, and extensive efforts were begun to recruit and train potential instructors.

During the summer of 1977, fourteen potential instructors were selected from Wyoming school districts, brought to the UW campus for eight weeks, and subjected to a rigorous training program. At the conclusion of those eight weeks, eight potential trainers met criteria mutually established by the University and the SDE for Probational Course Instructor status.

Each probationally endorsed instructor taught a survey course in special education in a selected rural Wyoming setting during the fall semester of 1977. Students in those classes, University faculty, and SDE personnel evaluated all instruction. Six of the eight instructors who taught the course in the fall of 1977 were endorsed as Extension Course Instructors for the spring of 1978.

For the past six years, this system has grown to include eleven instructors endorsed to offer University graduate credit covering a variety of courses for both the regular and special educator. Monitoring and evaluation of instruction continues to be a joint University and SDE effort. Feedback from students in these courses continues to be excellent.

Our intent for the 1985 ACRES conference is to share step-by-step methodology for establishing a high quality statewide inservice effort directed to rural areas, systems for monitoring and evaluating these efforts, and strategies designed to continually upgrade instructional offerings. Emphasis will be placed on statewide inservice coverage and SDE/University cooperation.

THE UNIVERSITY OF WYOMING
LARAMIE, WYOMING 82071

Sample Status Letter
ECI Probationary Status

Dear Mr., Mrs., Ms., Miss,

We appreciate your efforts at teaching EDEXC 700D during the (1979-80) (fall-spring) semester.

This letter will serve the purpose of informing you of your current status with the School of Extended Studies and the Area of Special Education as an extension course instructor. Should you wish to again teach EDEXC 700D it will need to be on the basis that you teach under continued supervision in order to remediate the following deficiencies:

1. Poor student evaluations;
2. Inability to follow supervisor's recommendations;
3. Lack of reinforcement for students
4. Lack of regular classroom examples;
5. Etc.

We request that you meet with us and make plans for solving these instructional problems prior to finalizing any plans for teaching EDEXC 700D.

Sincerely,

THE UNIVERSITY OF WYOMING
LARAMIE, WYOMING 82071

Sample Status Letter
For Commendable ECI Performance

Dear Mr., Mrs., Ms., Miss,

We appreciate your efforts at teaching EDEXC 700D during the (1979-80) (fall-spring) school year. You are to be commended for your outstanding performance in working closely with us, receiving impressive student evaluations, continuing to develop your instructional skills, and for representing the University.

We invite you to continue teaching EDEXC 700D for the School of Extended Studies. It will be our pleasure to continue working with you.

Sincerely,

THE UNIVERSITY OF WYOMING
LARAMIE, WYOMING 82071

Sample Status Letter
For ECI Termination

Dear Mr., Mrs., Ms., Miss,

This letter is for the purpose of informing you of your current status as an extension course instructor. Your efforts at teaching EDEXC 700D have been appreciated. However, the following critical problems have been noted, and not resolved:

1. A second set of poor student evaluations;
2. Inability to work with your supervisor;
3. Your announcement that you did not want to teach EDEXC 700D again;
4. Etc.

It is therefore with regret that we will recommend to Dr. Kipper that you discontinue your teaching of EDEXC 700D.

Sincerely,

EDEXC 7000 Instructor Evaluation

1. Uses Concept Instruction principles.
2. Demonstrates command of the content.
3. Uses appropriate DI techniques.
4. Smooth delivery.
5. Rapport.
6. Poise/confidence.
7. Answers questions directly and concisely.
8. Explains handouts
9. Teaches within specified time frame.
10. Communicates with University representative.
11. Maintains student attention (80% or better, as monitored by University representative).
12. Teaches essential concepts only.
13. Adjusts instruction based on student feedback.
14. High degree of professionalism.
15. Evaluates Student Performance.
16. Enthusiasm.
17. Congruence between course content and course objectives.
18. Immediate practicality of course content for students.
19. Accuracy of course content.
20. Overall Evaluation S__________ U__________

ECI being evaluated______________________________

Date of evaluation______________________________

Place of evaluation______________________________

Evaluator______________________________

Suggestions for Extension Course Instructors Teaching EDEXC 7000

TEACHING ADULTS

1. Meet with the LEA management to share the EDEXC 7000 course objectives and outline; gain written reaction to the objectives (see Student Self-Assessment) relative to a district-wide assessment; and obtain the written rules, regulations, and processes regarding the local special education program.
2. Identify student needs and entry level by means of the EDEXC 7000 Student Self-Assessment, either prior to or during the first class.
3. Identify the essential EDEXC 7000 concepts to be taught using the student self-assessment information. Eliminate non-essential concepts.
4. Conform to the Concept Instruction principles.
5. In relation to #2 and 3 above, determine the EDEXC 7000 instructional pacing by identifying the amount of time to be spent on each concept.
6. Teach the content/concepts using those direct instruction skills appropriate to your students.
7. Provide a summary/review that identifies what the students have learned.
8. Have student provide written feedback on your performance as an instructor.
9. Provide a "L.F.T." statement of what to look forward to next class.

APPLICATION FOR UNIVERSITY SPECIAL EDUCATION EXTENSION COURSE INSTRUCTOR PROGRAM
Summer 1981
UNIVERSITY OF WYOMING

NAME ________________________________	PHONE (home) ____________________________
ADDRESS ______________________________	PHONE (bus.) ____________________________
DISTRICT _____________________________	POSITION ________________________________

Please indicate the Special Education Extension Course Instructor program to which you are making application:

(1) ______ Teach regular educators EDEXC 700D, Survey of Special Education.

(2) ______ Teach courses in secondary special education.

Please include with this application:

(1) Current VITA

Please complete the following:

(1) I would like to be a Special Education Extension Course Instructor (1981-82 school year)

___ for my district ___ for my region ___ for my state

(2) I have had previous experience designing and organizing school district inservice training.

___ yes ___ no

(3) I have had previous experience conducting school district inservice training.

___ yes ___ no

(4) I have had previous experience teaching university extension coursework.

___ yes ___ no

If you answered yes to any or all of the previous questions, please list your three most recent inservice experiences (attach additional sheets).

Please include:

Date of Inservice	Place of Inservice
Number of Participants	Purpose of Inservice (Target Audience, Objectives of Inservice)
Contractor	

THE UNIVERSITY OF WYOMING
LARAMIE, WYOMING 82071

MEMO TO: Extension Course Instructors

MEMO FROM: James Jacobs

RE: Sequential Steps of Setting Up Classes

Please adhere to the following steps when teaching future ECI classes.

1. A request for teaching comes to ECI, Dr. Paul Kipper, or field representative.
2. ECI, Dr. Kipper or field representative jointly determines whether the ECI can teach the class on the date, time and place requested.
3. ECI and Dr. Kipper will check with me on:
    a) eligibility of ECI to teach;
    b) place of instruction;
    c) date of instruction;
    d) time of instruction.
4. Dr. Kipper and I will coordinate the classes from this point through the field representative and the ECI.
5. Authorization, or lack of authorization will come from Dr. Kipper's office.
6. Advertising the class may begin only after all the above steps have been completed in order.
7. Field representative will register students (maximum of 25 students per class), collect tuition and materials fees and distribute books 1 week prior to first class.

JAJ/nsh

Wednesday, March 20, 2:45-4:15 pm

UNDERSTANDING THE "CULTURE" IN MULTI-CULTURAL PROGRAMS

Presentors: Juanita Jefferson, Bernie Thomas, Joseph Trimble, Sue Hayes

ABSTRACT

This presentation will cover three viewpoints on the learning processes and personal relationships involved in multi-cultural education programs. Particular emphasis will be placed on community persepctives on programs that focus on their cultural beliefs and traditions. While every community has unique expectations and preferences with respect to multi-cultural education, there are some common needs which will be identified.

The pre-service education of teachers will be examined with an emphasis on preparing teachers to intereact with a culturally diverse community. Human relations with students and their families and curriculum development will be addressed. An essential principle is that the teacher's role must include leadership in bridging socio-cultural gaps which exist between communities and schools.

Future developments in multi-cultural education will also be addressed. This will include national trends and funding levels in program development, community education and higher education.

Thursday, March 21, 1985. 10:00 - 11:30 a.m.
Inservice Programs for Regular Classroom Teachers Working with Mainstreamed Students.
Helen Gay. East Carolina University, Greenville, North Carolina

This presentation offers a plan for inservice for regular teachers and administrators in the area of learning disabilities. It presents a plan for several sessions which would normally be carried out over a period of one school year on a regular basis, using professional days and offering renewal credit. In such a long range plan, the consultant would be available to visit schools and offer technical assistance in individual cases for each teacher. Success of the endeavor would depend on the expertise of the consultant and his/her ability to communicate. Support of the administration is seen as very important.

Session one - This will be carried out in part during this presentation. The outline is as follows:

Introduction - Definition of Learning Disabilities

Simulation exercises designed to help participants understand what it is like to have a learning disability. Activities include those dealing with visual perception, auditory perception, visual motor integration.

A total of five activities will be carried out. Normally in a workshop, the next step is to offer remedial activities in each of the following: auditory perception difficulties, visual perception difficulties, receptive language difficulties, expressive language difficulties, concept formation difficulties. Each would be explored from the standpoint of observable behaviors, classroom accommodations, remedial strategies, and a plan of reading instruction for the classroom teacher to follow. Since time will not permit us to carry out this portion of the inservice, a handout will be provided.

Other topics suggested for the extended inservice will be listed on a handout and discussed very briefly.

Thursday, March 21, 10:30-Noon
Helen Gay

WORKSHOP IN HOW TO CONDUCT INSERVICE TRAINING IN THE AREA OF LEARNING DISABILITIES FOR REGULAR TEACHERS

One of the greatest obstacles to the delivery of appropriate services for the handicapped in the rural setting is lack of appropriate inservice training for teachers on a continual basis. This presentation offers a format for inservice training in the area of learning disabilities for regular teachers in such a setting. A consultant, well trained and experienced in this area, is seen as the appropriate person to lead the inservice sessions, which would be carried out over a period of one school year on a regular basis, using professional days and offering renewal credit. Opportunities to try techniques with students and to share results will be provided. Demonstrations by the consultant, possibly utilizing video tapes, will be carried out. The consultant will be available to visit schools and offer technical assistance in individual cases for each teacher. Success of the endeavor will depend on the expertise of the consultant and his/her ability to communicate Support of the administration also is seen as very important.

Some of the topics to be discussed, and which will be touched on in this presentation, are:

- *Definition. Characteriscitcs of LD. Simulation activities which are helpful both in offering information and serving as boundary breakers.*
- *Understanding psychological reports. Developing skills in teacher evaluation, both formal and informal.*
- *Understanding cognitive learning styles.*
- *Modification of content and materials in the academic areas.*
- *Developing skills in coping with problems in organization, study habits and time management.*

The value of a school-wide materials center will be discussed.

It is hoped that the full participation of teachers, utilizing their own students, with the development of functional materials that will work not only with LD students, but with most students, will assist in acceptance of the workshop.

In the presentation, pertinent samples of materials and workshop handouts will be included.

Helen K. Gay

PERCEPTION DIFFICULTIES

1. Auditory Perception Difficulties

Observable Behavior

- Has problems in attending to listening activities
- May sequence sounds incorrectly
- May be confused by verbal directions
- Learns best through demonstration
- Has difficulty with spelling
- Usually does not complete seatwork

Remedial Strategies

- Discrimination exercises. Example: Tell me if these two words sound the same or different, "book - boo"
- Use auditory memory training, e.g., "I packed my trunk." The child supplies an object. It goes around the room with the child repeating what has been said and adding his object
- Use card reader (like Language Master) for auditory-visual integration

Classroom Accommodations

- Face child when speaking
- Allow child to sit near speaker
- Write directions and assignments on board
- Avoid learning activities in busy classroom environment unless quiet study space is available

Reading Instruction for the Classroom

- Begin with the whole word approach if visual skills are intact
- Emphasis on visual clues (configuration) in teaching new words
- Delay phonics until auditory perceptual skills are strong enough to support success
- When ready for phonics, try a linguistic or analytic phonics approach (linguistic approach sounds are not taught in isolation and includes a visual stimulus with the auditory stimulus) (analytic approach presents whole word and allows child to break it down)
- Encourage development of ability to revisualize as technique in spelling

2. Visual Perception Difficulties

Observable Behavior

- May reverse letters and numbers
- Does not enjoy pictures or books
- Has difficulty with different types of print
- Loses place frequently in reading
- Has difficulty finding word or section on a page
- Cannot distinguish between words with similar shapes, e.g., boy, dog
- Has difficulty copying from the board
- May tilt head to "see better"

Classroom Accommodations

- Reduce number of examples on a worksheet, in math lessons, etc.
- Use markers when reading
- Allow child to sit where she/he can see board comfortably
- Do not overload with worksheets or workbook pages

ual Perception Difficulties (Continued)

Remedial Strategies

- Matching activities in upper and lower case letters
- Develop skill at using configuration clues
- Develop awareness and letter discrimination of various forms of print
- Encourage children to describe features of objects, symbols, etc.
- Use dark lines on writing paper to facilitate proper alignment and spacing
- Use color coding to highlight features of printed materials.

Reading Instruction for the Classroom

- Teach alphabet through auditory sequence first
- Use flash cards and similar drill for extending sight vocabulary
- Begin with synthetic phonic approach if auditory skills are intact (synthetic approach utilizes taking parts of a word and blending them into a whole word)

3. Difficulty in Concept Formation

Observable Behavior

- Trouble with abstract reasoning
- Slow to respond to questions
- Inability to see similarities and differences
- Poor reading comprehension
- Difficulty in learning new concepts in math, science, etc.
- Failure to generalize
- Concrete view of the world
- Unable to draw conclusions

Classroom Accommodations

- Make generalizations for the child
- Point out similarities and differences in new materials
- Ask simple, direct questions
- Structure questions for logical answers

Remedial Strategies

- Practice in categorizing and classifying
- Verbal and pictorial absurdities
- Use of detective games to develop inductive reasoning
- Check comprehension carefully, giving auditory and visual clues
- Use riddles for inferential thinking

Reading Instruction for the Classroom

- Develop use of appropriate picture clues
- Work on context clues
- Emphasize oral reading
- Use story cards (comic strips, etc.) for getting main idea
- Emphasize thinking skills through listening exercises prior to reading

4. Receptive Language Difficulties
(Understanding Language)

Observable Behavior

- May be slow to respond to directions or questions
- Has poor vocabulary due to difficulty attaching meaning to words
- Has difficulty determining the main idea
- May repeat directions to him/herself until she/he understands
- May understand better with visual aids, gestures or manual expression

Remedial Strategies

- Train in listening skills
- Work on vocabulary development
- Write from dictation first before expecting independent writing
- Develop ability to relate story with correct sequence of ideas
- Use crossword puzzles, riddles, etc., for word building, inferential thinking, etc.

Classroom Accommodations

- Use short, simple directions
- Give visual clue or demonstrate directions whenever possible
- Tape resource material in social studies and science using simpler language
- Keep vocabulary notebooks
- Organize a "buddy system"
- Review previous lessons before starting new ones

Reading Instruction for the Classroom

- Teach words through strongest learning modality
- Begin with language experience approach
- When auditory skills are developed, use analytic phonics or linguistic program

5. Expressive Language Difficulties

Observable Behavior

- Cannot recall words for use
- Uses definitions instead of words she/he cannot recall
- May use elaborate gesture system and/or sound effects
- Appears nonfluent at times
- May be shy; may seldom talk in class
- May recognize correct sentence structure but may be unable to reproduce sentence patterns
- May have problems writing sentences and stories

Remedial Strategies

- Use picture cards for rapid naming drill
- Develop verbal expression
- Provide specific practice in sentence formulation
- Tape written work first, then transcribe
- Emphasize tense forms in verbs
- Use sentence completion exercises
- Use exercises in rearranging words in scrambled sentences
- Read aloud frequently to the child

Classroom Accommodations

- Allow sufficient time for oral responses
- Do not put the child "on the spot" but encourage sharing, story telling, etc.
- Help child organize material to facilitate recall; use outlines, etc.

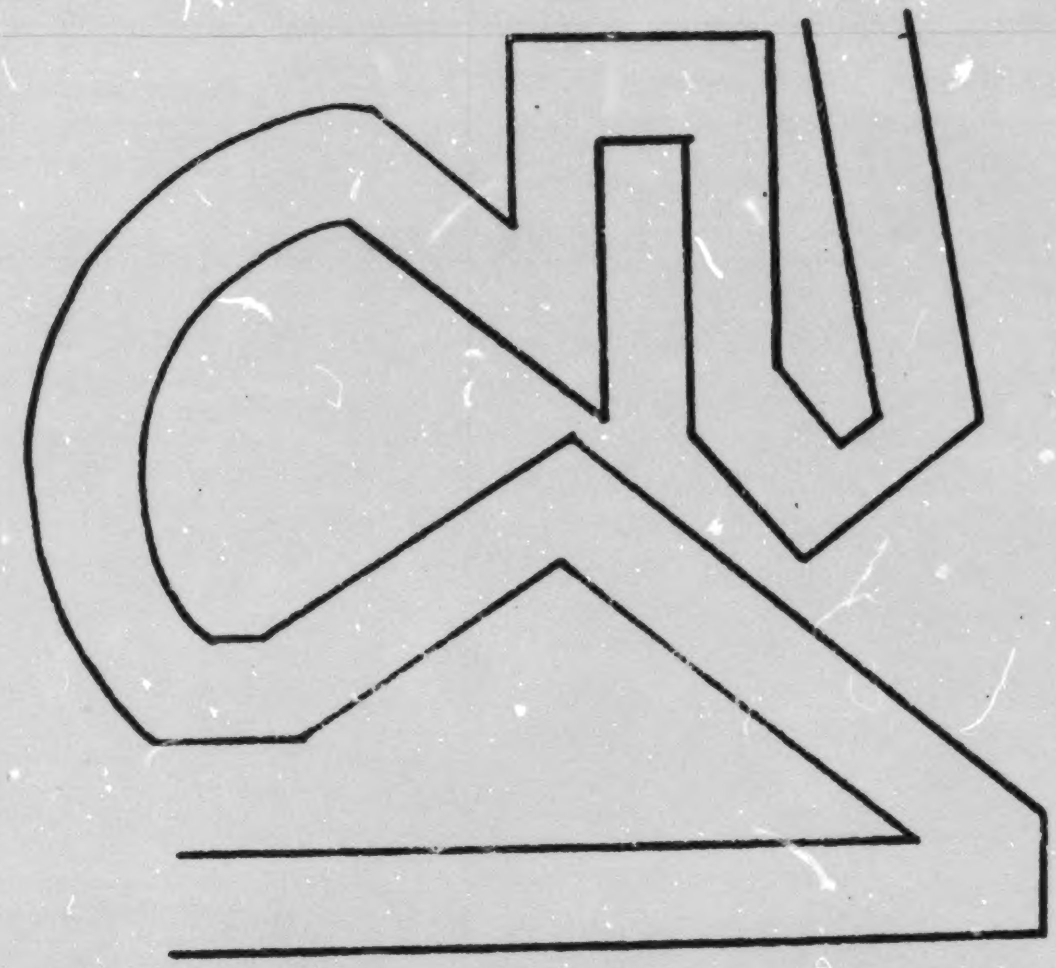
Reading Instruction for the Classroom

- Teach decoding according to strongest input modality
- Use language experience charts
- Work on written language with vocabulary, sentences, etc.
- Use vivid and action-packed stories and pictures for stimulation and verbal expression

MIRROR MAZE

Place the mirror on the line.
Draw a line through the maze by looking at the mirror, not at your hand or the page.
Try to write your name.

Name: ________________________________



Taken from the Learning Disabilities Unit
of the kit "What If You Couldn't".
An Elementary School Program about
Handicaps Developed by the Children's
Museum of Boston with WGBH Boston.
Distributed by Burt Harrison & Co.
P. O. Box 732, Weston, MA.

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Inservice Program for Regular Classroom Teachers Working with Mainstreamed Learning Disabled Students. Helen K. Gov. East Carolina University, Greenville, North Carolina

This presentation offers a plan for inservice of regular teachers and administrators in the area of learning disabilities. It presents a plan for up to eight sessions, which would normally be carried out over a period of one school year on a regular basis, using professional days and offering renewal credit. In such a long range plan, the consultant who conducts the inservice would be available to visit the school and offer technical assistance in individual cases for each teacher. Success of the endeavor would depend on the expertise of the consultant and his/her ability to communicate. Support of the administration is seen as very important.

The plan for the hypothetical inservice is as follows:

Session 1 - This is to be carried out in part during this presentation. Introduction. Definition of LD. Filmstrip: Walk In Another Pair of Shoes. Simulation Activities. Perceptual Problems (Auditory, Visual). Discussion of Language Problems (Receptive, Expressive). Use cassette or video tapes of children with these types of problems. Show film Early Recognition of Learning Disabilities. Give participants handout on the topics covered.

Session 2 - Discussion on Learning Styles. How Learning Styles Apply to the Learning Disabled. Use materials from Teaching Students Through Their Individual Learning Styles: A Practical Approach, by Rita Dunn and Kenneth Dunn. 1978. Reston Publishing Company., Reston, Virginia and from Assessment for Instructional Planning in Special Education. Zigmond, Vallecorsa, Silverman. Prentice Hall Co. Use overheads and handouts. Activity: Determine your own learning style. Discuss. Homework: Determine the learning styles and interests of two students who show differing patterns. Be prepared to share with the group and tell how you will accommodate the students within the constraints of your classroom.

Discuss formal and informal tests. Have sample records of LD children for participants to use in small group activities. Let each group report on their child, giving obvious strengths and weaknesses. Participants will need assistance in understanding various types of tests and what scores mean. Demonstrate making an item analysis of results in a common test. Homework: The teacher will select a student in his/her classroom and study results of testing. Develop a plan in some area to accommodate the child's needs. Reports will be given to small or large groups on what was planned, using overheads and samples of student work and materials used. (Names should be changed to guarantee confidentiality)

Session 3 - Groups engage in reporting on homework assignments within small groups or in the large group when appropriate. Only part of the time will be used for this.

Session 3 (remainder) and Session 4 - Reading - Discuss various methods of teaching reading and the modality of learning necessary to be successful in each. Methods to be discussed are Sight, Linguistics, Phonics, Multisensory, and Language Experience. Use materials from the filmstrip series Approaches to Reading by Linda J. Jacobs (Teaching Resources), as well as from other sources. Show the filmstrips on the Multisensory and LEA approaches and on Matching Approach to Learner. Have examples of multisensory materials. Discuss the Fernald Approach. Have an activity in which participants engage in LEA in groups of 4 or 5. Report to total group.

Homework: Use one student from your class who has difficulty in reading, preferably one diagnosed as LD. Using a profile given you, chart his strengths and weaknesses and his preferred learning style. Provide any diagnostic information available. Prepare an overhead to demonstrate this and provide a plan which you think will work. List materials and equipment you will need. Be prepared to share at least one teacher-made material and one commercial material that could be used.

It is planned that the consultant will be in the school during the next week. She/he will also be available periodically throughout the entire period of inservice to offer technical assistance to teachers in the classroom for this type of assignment.

SUBSEQUENT SESSIONS - The following subjects will be covered in a similar manner as the previous ones. Each session will give clear demonstrations of the problems students have.

Session 5 - Written Expression

Session 6 - Mathematics

Session 7 - Various Strategies to Reduce or Increase Performance

Session 8 - Social - Emotional Problems and Strategies to Deal With Them

Thursday, March 21, 10:00-11:30am
Kathleen Mary Huebner
Jane Brodie
Terry Rafalowski

ABSTRACT

TITLE: Serving Visually Impaired Children in Rural Communities: A Problem Solving Symposium

PRESENTERS: Kathleen Mary Huebner
Jane Brodie
Terry Rafalowski

CONTENT:

Professionals and parents concerned about the education of blind and visually impaired youngsters are becoming increasingly aware of the special needs of students residing in rural areas. Two very definite efforts have been made recently to identify and develop approaches to address these needs. The American Foundation for the Blind's National Advisory Committee and the State Vision Consultants independently focused their attention on rural service delivery needs of blind and visually impaired children and are now working to effectively collaborate their efforts.

Following a brief introduction to the unique educational needs of all blind and visually impaired children the presentors will identify specific areas of concern regarding rural service delivery to these children. Possible approaches to implement in order to alleviate the situation will also be presented to the symposium participants.

Participants will be asked to: (1) prioritize the identified areas of need; and, (2) prioritize the possible approaches to use to alleviate problems in delivering services to visually impaired children residing in rural communities. Participants and presentors will engage in brainstorming additional solutions. The rural expertise of the participants is crucial to the success of this session.

The results of this symposium will be shared with the staff and national advisory committees of the American Foundation for the Blind, the State Vision Consultants, and other relevant groups. The American Foundation for the Blind will then establish a Task Force on Rural Service Delivery which will develop and implement meaningful action plans and the State Vision Consultants will determine their point of focus.

Participants at the session will receive resource lists, handouts and recent publications about the education of blind and visually impaired children.

We need YOUR help! Please come and share your expertise.

Thursday, March 21, 10:30 - Noon
Shirley Jackson

In an effort to be responsive to the changing needs of society in general and to its students in particular, Headstart for High School is one of several emerging programs at Leesville High School, a school of approximately 1,300 students (grades nine through twelve) in west-central Louisiana.

L.H.S. is justly proud of the fact that it was named as an Exemplary School is the 1982-1983 Secondary School Recognition Program, and in an effort to continue to offer its students the best possible educational opportunities, this particular program has emerged.

Headstart for High School is the direct result of a Carnegie Grant in the amount of $3,000 that was awarded to Leesville High in the spring of 1984. The grant was awarded to implement a pilot program for incomingfreshman students who were not functioning at grade level in the area of language arts.

The grant was for 60 students, three teachers and texts. The first forty-five hour course of instruction was held during a three week period just prior to the beginning of the 1984-1985 school year. It was designed to up-grade the English skills of identified students in the areas of vocabulary, comprehension, mechanics, usage, and spelling. Even though the emphasis was on comprehension and usage, there was a marked improvement in all five areas. In only three weeks, the students improved an average of 1.5 grade levels in comprehension and over 3 grade levels in usage.

Those students who participated last summer are presently being tracked to record their progress in all of their classes, not just in English. So far, the results have been very promising. As a result, many of the techniques employed last summer are now being followed in some classrooms with plans underway to offer the same three week course this summer. Additionally, an expanded program of reinforcement is to be offered as part of a writing program to be implemented during the 1985-1986 school year. A model from which similar instruction can be adapted by other high schools in the district is to be developed along with a core team of English teachers willing to share instructional methods and techniques. This will benefit the junior high school feeder school and facilitate the work being done in other departments within the high school. The purpose is to imporove the entire school's writing program.

If the competencies of the least productive students can be improved, then the expectations for the entire student population with regard to clear writing and clear thinking can also be raised.

Show Low School District
SPECIAL SERVICES OFFICE

NORLIS C. McKAY
Director Special Education

Route 1 Box 333
Show Low, Arizona 85901
Telephone 537-4525 ext. 134

September 28, 1984

Dear Selection Committee:

Re: Proposal of presentation for the ACRES Conference in March

The Show Low Public School system embarked upon a quest to provide the best possible educational services for the students utilizing our system. In the quest to do so we established a master curriculum that was flexible enough to include all types of handicapped children but yet specific enough to assure the students would obtain the necessary skills so when they leave our system they will be highly trained and adequately educated to survive in the world.

A committee of teachers was selected and commissioned to develop a master curriculum. The presentation we would propose to make is the development of that curriculum which has been developed and utilized in our system for one year. In the future we hope the curriculum can become a computerized program so that the objectives and skills are easily available and parents or teachers concerned with that particular student would receive a copy of all the skills and have an understanding of what the child will learn. It has been our concern that parents be able to know what the students leaving our system will be expected to learn. By developing an exit program for each of our special education children all concerned can have a clear understanding of what we plan to do with that particular child. We feel we have a good system and if it would help others we would be happy to share it.

Sincerely,

Norlis McKay
Special Education Director

jb

Thursday, March 21, 10:30am-Noon
Bruce L. Mallory
Terry R. Berkeley

ABSTRACT

TITLE: Addressing Rural and Urban Perspectives: Experiences at Two Universities

PRESENTERS: Dr. Bruce L. Mallory
University of New Hampshire

Dr. Terry R. Berkeley
Lousiana State University

CONTENT:

This session will describe two graduate-level personnel preparation programs in the field of early childhood special education. These programs prepare specialists who are competent in both rural and urban environments.

Differences between rural and urban locales extend far beyond the physical characteristics of these settings. In early childhood and early childhood special education these differences can be seen in policy, in human services, and, more importantly, in all areas of child and family endeavor. The focus of this presentation is to demonstrate how faculty in the early childhood special education master degree programs at Louisiana State University and the University of New Hampshire attend to these differences and how they train students who have an interest in being employed in rural or urban settings. As the major institutions of higher education in their respective states, the programs have to address the unique aspects of both environments.

Specifically, issues regarding rural and urban life differences tend to add direction to the two programs which are developmental, non-categorical, and family oriented. The product of these programs, which are not at all connected, tends to be a "specialized generalist" who is flexible, independent, and adaptable to varying socio-cultural settings.

In a parallel consideration, the faculty of these programs find it essential to address topical issues in rural and urban life in order to: 1) enhance the comprehensiveness of the academic experience; and, 2) meet student needs. Issues addressed in these degree programs span the range of areas, unique in each geographical setting, which include: historical, philosophical, cultural, sociological, and methodological underpinnings of early childhood and/or early childhood special education. In addition, each program attempts to match, as it can, student practicum activity and the needs of students (in terms of future employment). Moreover, each program is diversifying its experiential components to see that students obtain the benefits of both rural and urban life. The innovative aspect of these two programs, is then, an approach that yields deep sensitivity to the critical notions of community in order to provide effective human services.

Thursday, March 21, 10:30-Noon
Terry Berkeley
Bruce Mallory

PORTRAITS
ADDRESSING RURAL AND URBAN PERSPECTIVES: EXPERIENCES AT TWO UNIVERSITIES

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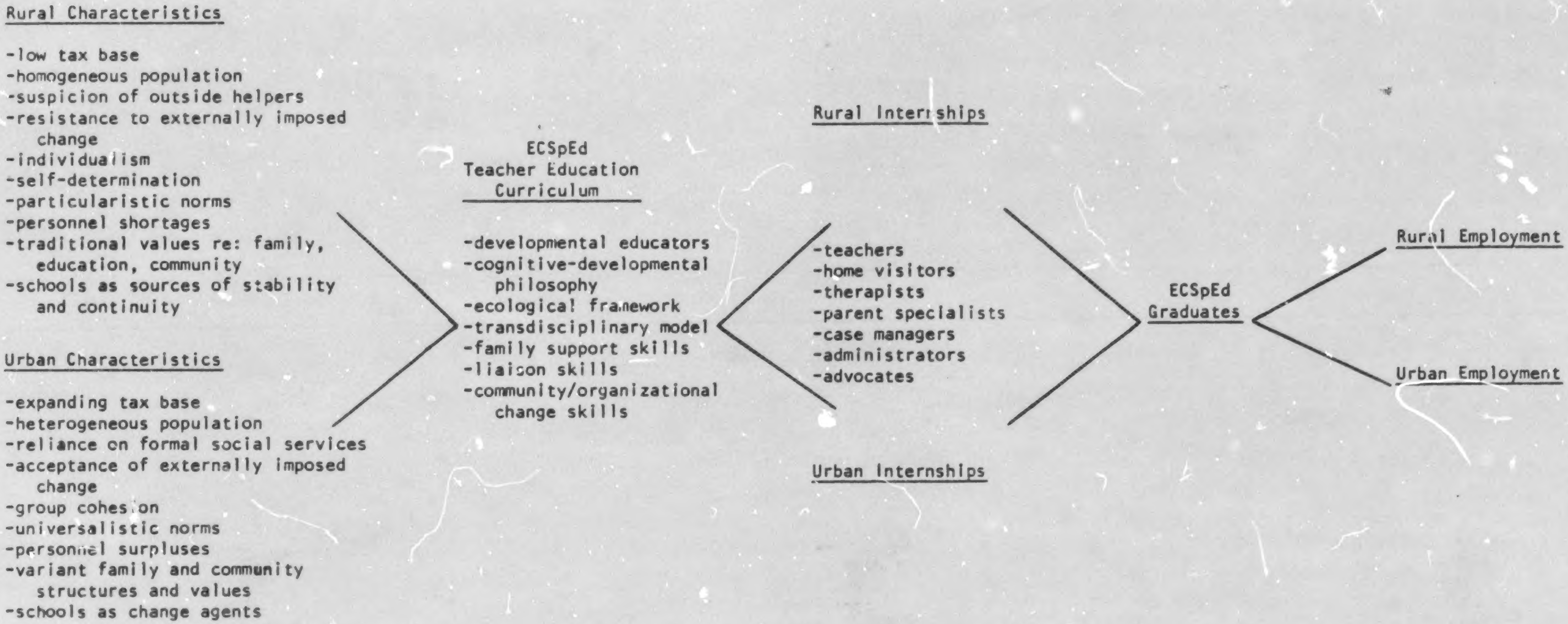
THE PREPARATION OF EARLY CHILDHOOD SPECIAL EDUCATORS FOR RURAL AND URBAN SETTINGS



Rural Characteristics

- -low tax base
- -homogeneous population
- -suspicion of outside helpers
- -resistance to externally imposed change
- -individualism
- -self-determination
- -particularistic norms
- -personnel shortages
- -traditional values re: family, education, community
- -schools as sources of stability and continuity

Urban Characteristics

- -expanding tax base
- -heterogeneous population
- -reliance on formal social services
- -acceptance of externally imposed change
- -group cohesion
- -universalistic norms
- -personnel surpluses
- -variant family and community structures and values
- -schools as change agents

ECSpEd Teacher Education Curriculum

- -developmental educators
- -cognitive-developmental philosophy
- -ecological framework
- -transdisciplinary model
- -family support skills
- -liaison skills
- -community/organizational change skills

Rural Internships

- -teachers
- -home visitors
- -therapists
- -parent specialists
- -case managers
- -administrators
- -advocates

Urban Internships

ECSpEd Graduates

Rural Employment

Urban Employment

Mallory & Berkeley, 1985

THE PREPARATION OF EARLY CHILDHOOD SPECIAL EDUCATORS FOR RURAL AND URBAN SETTINGS

Bruce L. Mallory, Ph.D.
University of New Hampshire

Presented at the Fifth Annual National Rural Special Education Conference, American Council on Rural Special Education, Bellingham, Washington, March, 1985.

THE PREPARATION OF EARLY CHILDHOOD SPECIAL EDUCATORS FOR RURAL AND URBAN SETTINGS

Bruce L. Mallory, Ph.D.

In 1980, the University of New Hampshire received a three-year personnel preparation grant from the U. S. Education Department to develop a model training program for masters level Early Childhood Special Educators. The graduate program, now completing its fifth year, prepares specialists competent to work with young handicapped children (infants through primary level) and their families. Students are prepared to work in a variety of public and private settings, in homes, classrooms, clinics, and bureaucratic systems, and in a variety of roles as teachers, diagnosticians, multidisciplinary team members, parent support specialists, administrators, case managers, policy-makers, etc. Coursework and internship experiences emphasize both urban and rural circumstances, reflecting the traditional and changing characteristics of the nothern New England region.

The primary philosophical bases of the program are that 1) Early Childhood Special Educators must be thoroughly competent in understanding normal growth and development of children from birth to eight years old; 2) that understanding should include the ability to apply principles of cognitive-developmental psychology, (e.g. Kohlberg & Mayer, 1972) to children experiencing irregular patterns of early development; 3) the application of any theoretical or technical intervention strategies must be based on the ecological perspective of human development (Bronfenbrenner, 1979); and 4) the most critical component of any child's ecosystem is his/her immediate and extended family. This orientation results in a heavy emphasis on early childhood development from an interactional, experiential frame of reference (e.g. Brunner, 1973; Dewey 1938). In addition, students are expected to master child-directed teaching skills as well as family-directed support skills. Students are also expected to understand how bureaucratic systems at the local, state and federal level hinder or enhance human development, and how to effect progressive change in those systems.

This paper will examine the ways in which the program accomplishes these demanding aspirations. Specifically, the preparation of Early Childhood Special Educators to be effective teachers and agents of change in both rural and urban environments will be discussed. Our goal is to prepare specialists capable of working successfully in either type of community.

Specific Areas of Competency

The curriculum of the Early Childhood Special Needs program has been described previously (Mallory, 1983). Essentially, we prepare what Stedman (1973) has described as developmental educators. These are individuals who are competent in child development theory, methods of educating young children, assessing young children and converting assessment results into individual educational goals and strategies, seeking and utilizing empirical research information, understanding the interrelatedness of cognitive, emotional, social, and physical development, supporting and assisting parents, collaborating with other professionals and agencies (including through multidisciplinary team participation), and taking an active role in organizational and community change leading to improved development of the child and family. These skills are acquired through coursework and a one year internship. Figure 1 (adapted from Stedman, 1973) indicates the areas of competency of our graduates. The inner circle represents the strong emphasis on the supervised internship complemented by courses and seminars. The relative importance of the various competencies is indicated by the space allocated to each slice of the pie.

These competencies are consistent with the philosophical foundations of the program described earlier. For example, the ecological perspective is emphasized in coursework, and students with prior teaching experience may choose an internship experience which allows them to practice "liaison" skills as case managers, program administrators, or home-school coordinators. The liaison role is based on the model developed by Hobbs in project Re-Ed (1966, 1982). This is a particularly useful role in rural areas where services may be widely dispersed, catchment areas may not overlap across various agencies, and personnel shortages may result in neglect of collaborative linkages due to overwhelming direct treatment responsibilities with limited administrative support. In a related vein, specialists working in rural areas must have a thorough knowledge of normal and abnormal child growth and development, including the interrelatedness of development. Because of the scarcity of physical, occupational, and speech therapists in rural communities, the Early Childhood Special Educator must be prepared to assume a trandisciplinary role (Allen, Holm, & Schiefelbusch, 1978) in meeting children's multiple needs.

Both of these examples are also applicable to urban settings, where liaison skills are important to coordinate multiple service systems, each with a narrow role and function. Likewise, transdisciplinary skills are useful for interacting with therapists and introducing therapeutic techniques into preschool classrooms. Thus, although the program emphasizes skills necessary for effective work in rural communities, these same skills are clearly useful in urban areas where the basic needs of children and their families are essentially the same.

The necessity of a broad base of transdisciplinary, ecologically-oriented skills becomes apparent when our interns are placed in both urban and rural agencies. One intern worked in a major urban teaching hospital and then returned to New Hampshire to establish rural developmental assessment clinics. The urban hospital experience provided her with a model of team functioning and assessment that she could adapt to the rural clinics. Another student spent her internship establishing a rural preschool special education program where she was the head teacher, administrator, parent coordinator, therapist, and janitor. Subsequently she moved to a well-established, multi-classroom program in a small city where her role was much narrower and she had administrative and therapeutic backup. Her initial experiences allowed her to better understand the particular constraints and perspectives of her colleagues in the larger setting. Another intern did just the opposite. She started out in an urban program and then moved into a rural integrated kindergarten setting in the second semester of internship. Her first experience provided her with strong collaboration skills and exposed her to the practices of a variety of professionals. Her new placement required that she introduce collaboration and therapeutic techniques into a more heterogeneous setting where both the regular staff and normal children had not previously experienced the integration of severely handicapped children.

How differences Between Rural and Urban Communities Affect Personnel Preparation

One way of distinguishing between what Matthews (1966) calls rural communities and urban societies (an interesting distinction itself) is to use Parsons' (1951) typology of communities. The four types he identified include universalistic-achievement, universalistic-ascriptive, particularistic-achievement, and particularistic-ascriptive. The first two types, in which behavioral expectations are normative and universal (i.e. apply to all members of the society), and found in urban areas. That is, there are highly prescribed standards of behavior that are used to identify and separate those who deviate from those standards. This results in a high level of utilization of formal social services to "correct" deviant behavior in order to bring it closer to the universal standards. Concern is with group conformity rather than the assertion of individual idiosyncratic values.

Particularistic communities, on the other hand, emphasize and tolerate individual differences, and judge the value of the individual as a whole rather than the degree to which he/she is capable of performing specific functions within specific contexts. In other words, more deviant behavior (or development) is tolerated because value lies with the person, not with the power, skills, or knowledge that person has acquired. The result is that community goals focus on stability, equalization of life chances among members, and rejection of heirarchical power structures. Value is placed on expressive rather than instrumental roles. This kind of social system is found in a very homogeneous population due to its tight stable structure. There is relatively little divergence of value systems, familial patterns, ethnicity, or occupational status. Such characteristics and goals tend to inhibit social change, particularly if it is introduced by external elements. These characteristics are similar to Ford's (1962) catalogue of rural traits that include individualism and self-reliance, traditionalism, familialism, fundamentalism, and fatalism. Looff's (1971) list includes these same traits, and adds action-orientation, stoicism, and person-orientation. Gerrard (1971) uses the term "anti-state orientation" to describe the effect of these characteristics in terms of expressed values concerning external authority.

There is ample support for these theoretical perspectives in the area of special education practice. Three phenomena relevant here are the prevalence and identification of handicapping conditions, response to externally imposed change, and attitudes toward formal helping systems. The relationship of each of these to the preparation of Early Childhood Special Educators will be discussed briefly.

Prevalence rates for non-organic mental retardation (a socially defined attribute) are significantly higher in rural communities compared to urban areas when psychometric criteria are applied (Albizu-Miranda, 1966; Lemkau & Imre, 1969). However, actual identification rates for determining eligibility for special education services are much lower in rural areas. Although traditional estimates indicate that 10 percent of school-age children are educationally handicapped, rural states have reported far fewer handicapped children receiving services under PL 94-142. New Hampshire, as well as states in the deep south and the far west, are below the national averages for identified children in the 3-5 and 6-18 year old age ranges. The lowest rates of identification of 3-5 year olds are found in New Hampshire, Mississippi, Alabama, New Mexico and Hawaii. The lowest rates of identification for all children (3-21) are found in New Hampshire, New York (a predominantely rural state), South Dakota, Washington, and Hawaii. These states all identified less than one percent of the preschool population and less than 7.4 percent of the school-age population as handicapped.

The implication of these discrepancies for teacher preparation is important. Early Childhood Special Educators (and others) must recognize that psychometric approaches to identification and labeling may be viewed quite differently in urban vs. rural settings. In the achievement-oriented, normative context of urban or suburban communities, higher identification and service rates may not be viewed as problematic. Those children who fail to meet community standards for pre-academic or academic competence should be located, isolated, and treated in order to remediate their deficits and maintain their chances for academic and later economic success, according to this urban value system. In rural communities, where more modest aspirations and expectations hold sway, and where there is greater acceptance of irregular development and more resistance to labeling children as deviant, lower service rates can be anticipated. Interns or recent graduates who are not indigenous to these communities must be prepared to adapt to these varying perspectives. And they must understand that their natural urges to introduce reform in traditional, rural communities will be tempered by the prevailing value system. Even the introduction of mandated programs such as Child Find may not be well received in light of these values. An understanding of ecological factors and the principles of community change thus becomes very important.

The second factor affecting the preparation of Early Childhood Special Educators relates to what Helge (1981) refers to as suspicion of external (federal and state) interference. Externally imposed mandates are viewed as threats to self-determination. This view is related to a more general resistance to change. There is evidence that rural school board members, in particular, are resistant to innovation in educational practices, while superintendents may be more open to new ideas (Gehlen, 1969). Schools are viewed as institutions of stability and cultural transmission, where long-held values related to family, education, moral behavior, and community are to be preserved and protected. The urban notion that schools may be vehicles for solving broader social ills such as racial segregation or the lack of child care is not supported in rural communities. However, these differences are not purely ideological. The lack of economic resources, especially an adequate local tax base, requires a more conservative view of the role of schools as agents of change. And resistance to external mandates is partially rooted in the recognition that federal and state laws rarely provide sufficient financial resources to fully implement those laws. (Voters in New Hampshire recently amended the state constitution to prohibit any new state mandates that were not fully funded with state dollars.)

Resistance to change, especially when it is imposed by external forces, has a direct effect on Early Childhood Special Educators. Because their roles and tasks are in many ways prescribed by state and federal law, they may be viewed as agents of the state rather than as partners of the community. The introduction of new efforts to identify young children as educationally handicapped, demands for lower child-staff ratios, requests for expensive therapeutic equipment and classroom materials, development of complicated and time-consuming record-keeping systems, close scrutiny of each child's deficits and strengths, an emphasis on individual development rather than group cohesion and cultural transmission, requests for building renovations necessary for physical accessability, the introduction of formal, center-based education at an early age, and the transformation of parents into active decision makers rather than passive supporters are all tasks that the Early Childhood Special Educator is taught to carry out, and is ethically and legally required to do so. When that individual is not indigenous, and has not had experience in other rural communities, he or she will find the going rough. And the lack of support personnel and sympathetic, knowledgeable administrators or school board members makes the process all the more difficult.

This implies the need to equip the new practitioner with both technical/clinical skills related to child development and special education and personal attributes such as a strong self-concept, sensitivity to the values of others, the ability to articulate his/her beliefs in non-technical and non-threatening language, the ability to work with community groups in a deliberate, respectful manner, and an understanding of the processes of organizational and community development. Again, these skills and attributes are focussed on rural circumstances, but we find them equally valuable in urban areas where pluralistic groups and financial constraints create similar needs and problems.

The final issue affecting graduate training is the attitude of families with handicapped children toward formal helping systems such as schools, health care agencies, mental health centers, or welfare systems. This issue is closely related to the previous one in that attitudes concerning self-reliance, group cohesion, and externally imposed change also affect the degree of use of formal services. Given the preference to rely on kinship networks for assistance rather than professionals or bureaucracies (Looff, 1971; Matthews, 1966), Early Childhood Special Educators need to work within a family-oriented, ecological framework rather than from a purely child-oriented, clinical perspective. Rural families may be characterized as less transient than urban families; multiple generations of the same family remain in close proximity over the family's life cycle. This may not always be beneficial from the practitioners' (or parents') point of view. Extended family members may have difficulty accepting the presence of a handicapped child or they may offer advice based on traditional folklore rather than contemporary knowledge. However, the availability of a natural support network is generally a strength. The specialist has an obligation to utilize that network; that may entail educating family members about the child's disability and assets, incorporating relatives as respite care providers or home teachers, or encouraging these people to assist the child's parents with domestic tasks. In addition, the specialist needs to determine the psychological and emotional climate of the network to determine the extent of problematic reactions such as blaming in-laws for a child's condition or suggesting outdated options (placing the child in an institution or relying on unproven medical practices). The specialist must be aware that he/she may be perceived as an intruder in the family network rather than as a helper. The community organization principles of respect for existing beliefs and practices, incremental change, and the establishment of trust can also apply to the process of family change and adaptation. It should be noted that the presence of extended family networks and suspicion of bureaucratic systems also is a characteristic of minority urban groups (Stack, 1974). Similar strategies may therefore be required in these diverse circumstances.

Conclusion

Several principles for preparing Early Childhood Special Educators to work in rural and urban settings have been discussed. Common and divergent characteristics of rural and urban environments have been described to suggest approaches to course content and field internships. Multiple roles and skills for a "developmental educator" have been proposed, with a dual emphasis on child oriented competencies and family/community oriented competencies. The application of those roles and skills in rural communities with particular characteristics has been described, with some reference to their application in urban contexts.

At this point, two cautions are in order. First, the literature describing the characteristics and value systems of rural (and urban) communities has not changed as rapidly as the communities have. The effects of media, rapid transportation, and more uniform educational curricula on the urbanization of rural areas has not been well documented.

Although the discussion in this paper and elsewhere may give the impression that rural communities are uniformly conservative and static, that is certainly not the case. Many factors will determine how "rural" a community is, such as its economic condition, proximity to urban areas and major highways, geographic location (e.g. isolated by mountains), rate of population growth or decline, and the attitude of school administrators toward innovation (including special education mandates). Students being prepared to work in rural communities must understand the dynamic nature of any region and be able to adapt themselves to changing values and practices.

Second, many of the differences between rural and urban settings mentioned here and in other sources are confounded by socioeconomic factors. It may be that socioeconomic differences play a larger role in the development of attitudes and values than geographic locale. Farber (1968), among others, has described the different ways in which income, social class, and religious affiliation affect families' responses to having a handicapped child. To the extent that rural families are economically disadvantaged, the characterizations presented here may be valid. And urban families with low-income, minority status may share many of the attributes of low-income rural families. This would imply that special educators and other professionals must address needs related to social class and social group membership as well as type of community. In the end, we want such people to be sensitive, observant, humble, tolerant and caring. These are the most important qualities, and the most difficult ones to impart.

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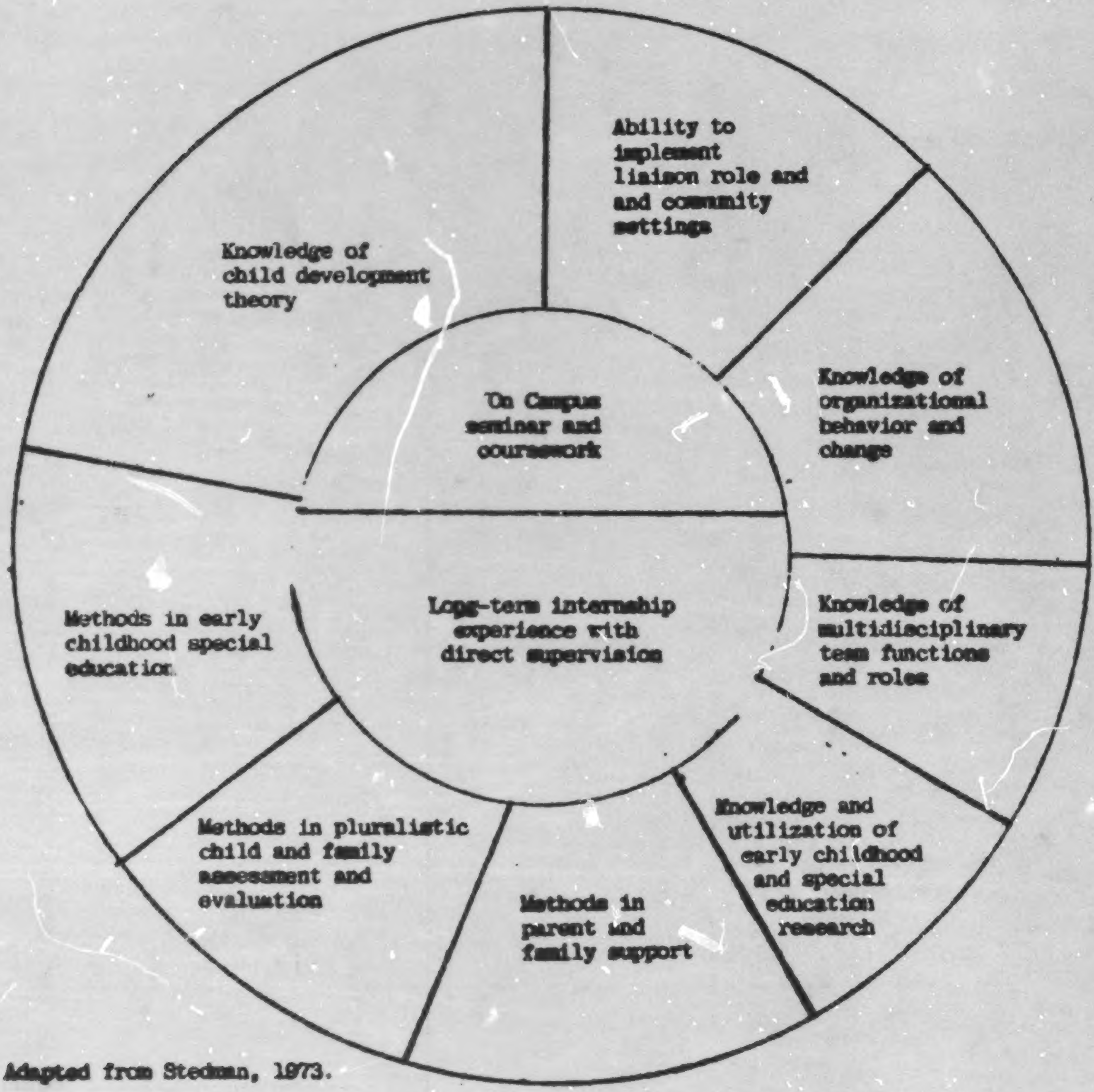

Ability to implement liaison role and and community settings
Knowledge of child development theory
On Campus seminar and coursework
Knowledge of organizational behavior and change
Long-term internship experience with direct supervision
Methods in early childhood special education
Knowledge of multidisciplinary team functions and roles
Methods in pluralistic child and family assessment and evaluation
Methods in parent and family support
Knowledge and utilization of early childhood and special education research

Adapted from Stedman, 1973.

FIGURE I

Competency Areas

Thursday, March 21, 10:30-Noon
Shirley Coale

USING TELECOMMUNICATIONS TO IMPROVE SPECIAL EDUCATION SERVICES TO RURAL AREAS

Several needs in Rural Special Education can be addressed through the use of current technology applications, specifically telecommunications. Improved communications, teacher support and inservice, delivery of related services and delivery of instruction are all possible through telecommunication applications.

Untapped or underutilized possibilities include use of satellites, microwave transmission, fiber-optics, cable tv, radio, slow-scan tv, and telephone teleconferencing. The ATS3 Satellite, currently above the Denver, Colorado area, has a footprint that includes most of the remote areas of the contiguous 48 states. Dedicated to educational useage, its options are yet to be fully tapped.

EXAMPLES OF CURRENT APPLICATIONS WITH RURAL APPLICABILITY

Current practices which can be applied to rural special education include utilizing the ATS1 satellite via MicroNet in the Western Pacific, delivering educational programming in Minnesota via fiber optics, teleconferencing, tapping networks for information, using radio for instruction in Puerto Rico, and LearnAlaska's programming. An in-depth look at several of these practices as well as contact information for others will be included.

WHAT HAS PROVEN TO BE EFFECTIVE

Research in distance education has shown some practices to be more effective than others. The presentation will look at what has been learned such as the need for two way, interactive communications and the need to involve the teacher from the beginning. Other effective practices and lessons already learned will also be covered.

THE TELECOMMUNICATIONS FORUM

The Telecommunications Forum, convened by the WRRC, is investigating these and other options which can be implemented to bring needed services to rural areas. The Forum, involving state, national, and international representatives from education and industry, will attempt to identify and encourage practical applications to bring current technology to rural areas and to use that technology to meet rural needs.

The presentation will include handouts of program information, contact persons, and bibliographic references about telecommunications applications.

Chapter V

Watchwords

Common Satellite Television Terms

Actuator—A motor that turns the dish to tune in on a satellite.

Bird—Another name for a satellite.

Clarke Belt—The band of satellites that hovers over the equator in geosynchronous orbit, named in honor of science fiction writer Arthur C. Clarke (see "geosynchronous orbit").

Decoder—A box that allows a satellite signal to be "descrambled" (see "scrambling").

Dielectric insert—A device that allows a dish owner to view international satellites with a compatible satellite receiver (see "satellite receiver").

Dish—A parabolic-shaped reflector that directs satellite signals to the feedhorn (see "feedhorn").

Downconverter—A piece of equipment that lowers the frequency of a satellite signal so it can be viewed on a television.

Downlink—The signal that comes down from a satellite to a dish.

Feed—A program that is broadcast via satellite before it is edited.

Feedhorn—The device on a dish that directs satellite signals to the low-noise amplifier (see "LNA").

Footprint—The pattern of signal strength of a satellite's transmission as it strikes the earth.

Geosynchronous orbit—The orbit of a satellite 22,300 miles above the equator. In such an orbit, a satellite will circle the Earth at the same relative speed as the Earth's rotation, causing the satellite to remain fixed in relation to a specific point on Earth.

LNA (low-noise amplifier)—A special amplifier that boosts the strength of a satellite signal without contributing "noise," or interference.

Polarization—A process that allows two overlapping kinds of signals—horizontal and vertical—to be broadcast simultaneously from the satellite so that the number of transponders available for viewing is doubled (see "transponder").

Satellite receiver—A receiver that is similar to the receiver in a normal television, but which also allows a dish owner to receive satellite signals.

Scrambling—A method used by satellite television programmers to garble their signals so they can't be received by viewers without decoders (see "decoder").

Subcarrier—A part of a satellite signal bandwidth that is not used for video transmission, and therefore can be used for audio and other types of services.

Superstation—Originally a local, independent television station that gained a large, nationwide audience when it began transmitting via satellite.

Transponder—A microwave repeater in the satellite that amplifies and changes the frequency of a received band of signals from Earth. North American satellites have either 12 or 24 transponder "channels."

Uplink—A communications system consisting of an earthbound transmitter, the receiver portion of the transponder and the space through which a signal passes.

TELECOMMUNICATIONS RESOURCES

Trudy Connelly
Special Education Resource Network
650 University Avenue
Room 201
Sacramento, CA 95825
(916) 921-0521

Development of pilot sites to provide inservice to rural areas of California. In first year of project.

****

Don Riecks
Telecommunications Program Coordinator, 25-5
Highline Community College, Community College District 9
Midway, WA 98032-0424
(206) 878-3710 Ext. 487

Suggests supplementing direct telephone contact with pre-recorded videotape. Available for discussion.

****

Mrs. Marlena Weglin
WET Net System (Teleconference Bridge)
University of Washington
(206) 543-2378

****

Annenberg/CPB Project
1111 Sixteenth Street, N.W.
Washington, DC 20036
(202) 955-5251

An invitation to explore new ways to provide opportunities for higher education through telecommunications. We have proposal information.

****

Marilyn Kressel, Director (Adult Learning)
Center for Learning and Telecommunications
One DuPont Circle, Suite 600
Washington, DC 20036
(202) 293-6440

****

Lee Wing
NC Agency for Public Telecommunications
116 W. Jones Street
Raleigh, NC 27611
(919) 733-6340

****

Michael Kelley
INTELSAT
490 L'Enfant Plaza, SW
Washington, DC 20024
(202) 488-2300

Sent information on Project Share, 18 month project beginning 1/85 to provide free satellite time to health and distance education projects. Also has INTELNET and Project Vista, latter is development of low cost receivers for South Pacific. Our US member is COMSAT. We would apply through them. We have proposal information.

David Gorley
COMSAT
(202) 863-6235

****

Steve Cellen, Director
Special Needs Center
AT&T
Waterview Plaza
2001 Route #46
Suite 310
Parsippany, NH 07054
(201) 299-7062

****

Mary Lou Ray, Vice President for Learning Services
Pacific Mountain Network
Suite 170 B
2480 W. 26th Avenue
Denver, CO 80211

****

John LeBaron, Director
Educational Resources and Television
27 Cedar Street
Wellesly, MA 02181
(617) 431-7013

Sent Project Report and proposals for use of satellite and cable technologies for ITV program distribution.

Meg Villarreal
Corporation for Public Broadcasting
1111 16th Street NW
Washington, DC 20036
(202) 293-6160

****

Walter Westerum, Superintendent
Hill High School, District 502
800 W. Erie Street
Spring Valley, Ill. 61362
(815) 664-2291

Active in organization called SCOLA (Satellite Consortium of Learning World Wide). President is Lee Lubbers at Creiton University. Over 750 members, many community colleges and universities in U.S., including Lane Community College in Eugene, Oregon. Working with NASA to get student access to satellite transmissions from shuttle, etc. Partly funded by EXXON.

****

Louis A. Bransford, Director of Special Projects
Public Service Satellite Consortium (PSSC)
1660 L Street NW, Suite 907
Washington, DC 20036
(202) 331-1154

Sent packet of information about organization. Membership is $500 annually.

****

Steven F. Moseley, Vice President and Director, Int. Div.
Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

Sent folder about AED's purpose and projects, copies of relevant articles and copies of newsletters and resource lists. Available for assistance.

****

Bob Gall
University of Lethbridge
4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4
(403) 329-2461 work
      758-3738 home
SpecialNet: LETHBRIDGE

Computer networking via modem, parent involvement

****

Will Kitchen
Tele-Systems Associates
Route 3, Box 350
Cambridge, MN 55008
(612) 689-2162

Cable systems, two-way interactive

****

Robert G. Showalter, Project Director
Audiology and Speech Sciences
Purdue University
West Lafayette, IN 47907
(317) 494-3793
SpecialNet: PURD[illegible]SHE

Speaker Telephone Seminars, interactive television for cont. education

****

A.C.R.E.S. PRESENTATION BRIEF

Presentor:	William C.Miller Director of Special Education Traverse City Area Public Schools
Title:	"IT STARTS FROM THE TOP" Education Leadership - The Key to Effective Rural Special Education

This session stresses the importance of strong administrative leadership in special education. The session will increase leadership abilities of participants and present ways rural educational leaders can implement change.

The session highlights include:

A. A Definition of Managers vs. Leaders

B. Common Administrative Errors

C. False Assumptions Made by Administrators

D. Ways to Improve Your Leadership Skills

E. A Self-Development and Self-Evaluation System for Administrators

F. Presentation of an Administrative Model for Developing Rural Special Education Program Alternatives

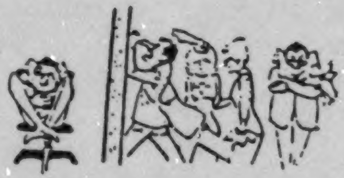
Target Audience: Administrators, Board of education Members, Aspiring Administrators, and Higher Education Personnel

ROADBLOCKS TO EFFECTIVE EDUCATIONAL LEADERSHIP - OR COMMON ADMINISTRATIVE MISTAKES

WILLIAM MILLER

EDUCATIONAL ADMINISTRATORS HAVE COMMON TEMPTATIONS. AT TIMES WE OVERLOOK HOW THESE TEMPTATIONS MAY BE LOWERING OUR EFFECTIVENESS AND LEADERSHIP ABILITIES. THESE TEMPTATIONS CANNOT BE LISTED IN ORDER OF IMPORTANCE, NOR CAN THEY BE ARRANGED IN THE ORDER IN WHICH A NEW ADMINISTRATOR FIRST NOTICES THEM. IT IS QUITE CERTAIN, HOWEVER, THAT THESE FEELINGS COME TO ALL ADMINISTRATORS, NO MATTER HOW MANY YEARS THEY HAVE BEEN IN EDUCATION.

TEMPTATION #1



TO ISOLATE (OR AT LEAST INSULATE) YOURSELF FROM YOUR STAFF AND PUBLIC.

VERY EARLY IN THE GAME ONE LEARNS THAT PEOPLE BRING PROBLEMS. WITH AN ALREADY FULL LOAD OF WORK, IT IS POSSIBLE TO FEEL THAT POEPLE SHOULD LEAVE YOU ALONE TO GET IT DONE. IT IS A TEMPTATION TO STICK TO YOUR OFFICE, PROTECTED BY YOUR FAITHFUL GUARDIAN-SECRETARY. WHEN YOU WALK DOWN THE HALL OF A SCHOOL, EACH STEP SEEMS TO BRING A NEW PERSON WITH A TASK REQUIRING YOUR ATTENTION. LUNCH AT THE ROTARY CLUB CAN BE JUST AS RISKY; WITH EACH FORKFUL OF FOOD A COMMUNITY RELATIONS PROBLEM APPEARS.

BEING UNAVAILABLE MAY POSTPONE SOME PROBLEMS, BUT OFTEN AN UNRESOLVED ISSUE CAN GROW OUT OF PROPORTION. A QUICK WAY TO ADMINISTRATIVE SUICIDE IS TO CUT LINES OF COMMUNICATION OR TO BE INACCESSIBLE TO THE PEOPLE YOU SERVE.

TEMPTATION #2

TO GIVE PRIORITY TO PAPER WORK.

THIS TEMPTATION IS RELATED TO THE FIRST PITFALL. SINCE ALL ADMINISTRATIVE JOBS COME WELL SUPPLIED WITH URGENT PAPER WORK, IT IS A GREAT TEMPTATION TO DEAL WITH IT TO THE EXCLUSION OF OTHER ACTIVITIES. WORDS, NUMBERS, AND DOLLARS CAN BE SATISFYING TO WORK WITH: THEY ARE MORE PREDICTABLE THAN PEOPLE. A COLUMN OF FIGURES ALWAYS MAKES A TOTAL; RESULTS CAN BE SEEN IMMEDIATELY. NOT SO WITH PEOPLE.

PAPER WORK IS CONVENIENT AND MANAGEABLE. IT IS THERE, ON TAP, WHEN YOU WANT TO WORK ON IT. IT DOESN'T SHOUT FOR ATTENTION OR COMPLAIN IF YOU DON'T HANDLE IT IMMEDIATELY. IT IS NOT NECESSARY TO LEAVE YOUR OFFICE TO WORK ON IT. IT IS PILED UP ON YOUR RIGHT AT THE BEGINNING OF THE DAY, AND BY THE END OF THE DAY IT IS IN A NEAT PILE ON THE LEFT SIDE OF YOUR DESK. THE PROBLEMS OF PEOPLE ARE NOT NEARLY SO TIDY. IT WOULD BE EASY TO FORGET THAT YOUR JOB IS PEOPLE, NOT PAPER.

TEMPTATION #3

TO BE A NICE GUY NOW.

VERY OFTEN AN ADMINISTRATOR IS FACED WITH A SITUATION WHERE AN INDIVIDUAL'S REQUEST MAY BE IN OPPOSITION TO ESTABLISHED POLICY. RIGHT AT THAT MOMENT IT WOULD BE EASY TO SAY, "WELL, IT WON'T DO ANY HARM TO PERMIT THIS IN JUST ONE CASE," OR "I'LL LET JOE DO THIS BECAUSE HE'S A GOOD EMPLOYEE AND HAS BEEN WITH US A LONG TIME," OR I'LL BE A NICE GUY; PROBABLY NO ONE ELSE WILL FIND OUT ABOUT IT." THE REQUEST MAY ENTAIL ACTION WHICH, IN THE LONG RUN, WILL BE DETRIMENTAL TO THE GOOD OF OTHER INDIVIDUALS AND TO THE ORGANIZATION ITSELF. AT THIS POINT IT BECOMES THE ADMINISTRATOR'S DUTY TO MAKE THE DECISION HE BELIEVES IS RIGHT RATHER THAN THE ONE THAT WILL, FOR THE MOMENT, BE POPULAR OR EASY.

TEMPTATION #4

TO COMPROMISE YOUR PRINCIPLES FOR THE SAKE OF HARMONY OR PERSONAL COMFORT.

A BALANCE MUST BE MAINTAINED BETWEEN THE NEED TO KEEP HARMONY (AND REMAIN EMPLOYED) AND THE NEED TO BE A PROFESSIONAL EDUCATOR WHO STANDS FOR SOMETHING. WHILE A DECISION IS IN THE PROCESS OF BEING FORMULATED, IT IS IMPORTANT AND TIMELY FOR THE ADMINISTRATOR TO EXPLAIN HIS VIEWPOINT. HIS VIEWPOINT

MAY NOT BE ACCEPTED IN SOME INSTANCES, AND A DECISION MAY BE MADE WITH WHICH THE ADMINISTRATOR IS NOT IN AGREEMENT. HE IS STILL BOUND BY THIS DECISION.

IN SOME CASES THE DECISION IS SO CLEARLY A VIOLATION OF THE ADMINISTRATOR'S STRONG BELIEFS THAT HE MAY CONSIDER TAKING A STAND PUBLICLY TO OPPOSE THE POLICY. HIS ALTERNATIVE IS TO COMPROMISE WITH HIS PRINCIPALS. AND SOMETIMES COMPROMISE IS WISE. THE ADMINISTRATOR WHO KNOWS WHEN TO COMPROMISE IS LIKELY TO BE AROUND LONGER AND THUS DO MORE GOOD IN THE LONG RUN. BUT ONE MUST BE CAREFUL NOT TO COMPROMISE SO OFTEN--AND SO CASUALLY--THAT NO PRINCIPLES REMAIN.

TEMPTATION #5

TO SHIFT THE BLAME FOR UNPLEASANT DECISIONS TO OTHERS.

IT IS DIFFICULT TO BE THE "BAD NEWS GUY" AND BE RESPONSIBLE FOR IMPLEMENTING AN UNPOPULAR POLICY, NO MATTER WHAT THE ORIGIN OF THE DECISION. EVEN WHEN THE DECISION IS ONE WHICH THE ADMINISTRATOR BELIEVES IS RIGHT, HIS AWARENESS THAT IT WILL NOT BE POPULAR TEMPTS HIM TO DISCLAIM RESPONSIBILITY FOR IT: "THIS ISN'T MY IDEA. I'M JUST DOING WHAT THE BOARD (OR THE SUPERINTENDENT OR THE COMMITTEE) DECIDED." HAVING THE COURAGE TO TAKE RESPONSIBILITY FOR IMPLEMENTING A DECISION YOU BELIEVE IN IS CORRECT, EVEN THOUGH IT IS UNPOPULAR, IS AN IMPORTANT QUALITY IN AN ADMINISTRATOR.

TEMPTATION #6

TO DELEGATE DIRTY JOBS.

THE ABILITY TO DELEGATE IS AN IMPORTANT ONE, BUT THE TEMPTATION IS TO DELEGATE ONLY UNPLEASANT TASKS. WHEN AN ADMINISTRATOR HAS ASSISTANTS IT IS A GREAT TEMPTATION TO GIVE THE UNLERLING THE TASK OF BREAKING UNPLEASANT NEWS.

TEMPTATION #7

TO MAKE A DECISION BEFORE GETTING ALL THE FACTS.

GATHERING INFORMATION BEFORE MAKING A DECISION IS HARD WORK AND TIME CONSUMING. SUSPENDING JUDGMENT UNTIL ALL THE AVAILABLE FACTS HAVE BEEN WEIGHED IS EVEN MORE DIFFICULT. YET THIS QUALITY IS VERY IMPORTANT FOR ANYONE IN AN ADMINISTRATIVE POSITION. GOOD DECISIONS MUST BE FREE OF PREJUDICE AND CAN ONLY BE MADE WHEN THE PERTINENT KNOWLEDGE HAS BEEN GATHERED AND ANALYZED.

THESE ARE ONLY A FEW OF THE TEMPTATIONS THAT FACE ADMINISTRATORS. FAILURE TO RESIST THESE TEMPTATIONS RESULTS IN AN ERROSION OF LEADERSHIP ABILITY AND ADMINISTRATIVE EFFECTIVENESS. WHEN ONE RECOGNIZES THE MANY OPPORTUNITIES TO ERR, IT IS SUPRISING THAT THE TURNOVER RATE OF EDUCATIONAL ADMINISTRATORS IS AS LOW AS IT IS. RESISTING THESE TEMPTATIONS AND DEVELOPING STRONG LEADER BEHAVIORS IS IMPORTANT TO HELPING YOU DEVELOP YOURSELF AS AN EFFECTIVE EDUCATIONAL ADMINISTRATOR.

GENERATING ALTERNATIVES TO SPECIAL EDUCATION IN RURAL AREAS- THE MODEL PROGRAM CONCEPT

RESULTS:

1. PERSONAL ADJUSTMENT PROGRAM - (ELEMENTARY LEVEL)
   PARA-PROFESSIONALS

2. ADJUSTED LEARNING PROGRAM - (ELEMENTARY LEVEL)
   READING SPECIALIST, ITINERANT

3. ALTERNATIVE EDUCATION PROGRAM - (SECONDARY LEVEL)
   2 TEACHERS AND AIDE, 25 STUDENTS, OUTDOOR AND VOCATIONAL EDUCATION ORIENTATION

4. OCCUPATIONAL TRAINING PROGRAM - (SECONDARY LEVEL)
   ALTERNATIVE VOCATIONAL TRAINING, 4 TRIAL OCCUPATIONS, WORK EXPERIENCE FOCUS

5. REMEDIAL MATH - (ELEMENTARY AND SECONDARY)
   PARA-PROFESSIONAL SUPPORT SERVICE (NOT CHAPTER I FUNDED)

6. REMEDIAL READING - (ELEMENTARY LEVEL)
   PARA-PROFESSIONAL SUPPORT SERVICE (NOT CHAPTER I FUNDED)

7. BUCKET BRIGADE - PARENT VOLUNTEERS - (ELEMENTARY LEVEL)
   PARENT TUTORS, PARENT TRAINING SUPPORT SERVICE

8. COMMUNITY VOLUNTEER(S)
   R.S.V.P., GRAND PARENTS, PROBATE COURT, BIG BROTHERS

9. CHILD STUDY - PRE-REFERRAL PROCESS - (ELEMENTARY AND SECONDARY)
   UTILIZE A STRUCTURED PRE-REFERRAL PROCESS THAT AIDES IN GENERATING ALTERNATIVES TO SPECIAL EDUCATION ELIGIBILITY AND PLACEMENT

10. MODIFY REGULAR EDUCATION CURRICULUM AND CLASSROOM PROGRAMS - (ELEMENTARY AND SECONDARY)
    CHANGE GENERAL EDUCATION SYSTEMS TO BE MORE RESPONSIVE TO AND RESPONSIBLE FOR STUDENTS WITH UNIQUE NEEDS (SEE HANDOUT)

I. REGULAR EDUCATION PROGRAM PROPOSITIONS

A. Generate awareness on the part of regular education teachers and administrators that they have responsibility for all students assigned to them, regardless of time out for special education services.

Over the last five to ten years, special education programs have undergone a phenomenal growth process. During this same period of time, regular education has experienced severe cutbacks in the form of budget cuts and growth ceilings, school closings, disappearing extra-curricular activities, and the loss of personnel such as librarians, and music and art teachers. Even core curriculum teachers have lost jobs, with the immediate consequence of larger class size for those who remain. Even when students are placed in special education programs they still spend the majority of their day in general education. This is the intent of federal and state legislation. The legislation was developed to provide mildly impaired students with access to general education programs whenever possible. This has resulted in a shared responsibility for instruction. If a student is in general education, the general education teacher is responsible for the instruction a handicapped student receives in their program.

B. Create the understanding that there are direct links between regular classroom teachers over-referring students to special education and regular education being stripped of programs, teachers, and administrators.

This is fairly obvious to those who already understand it. Telling teachers that over-referral to special education could result in the growth of special education programs at the expense of regular education is clearly not enough. In a school system money is finite and can only be distributed in different ways. When a child is referred, it costs a local district money to have a child referred for services in a child study, then added expense at a formal evaluation level. Once students are found eligible, it costs at least twice as much to educate a handicapped child as it does to educate a general education student. These expenses, paid for by the local district, reduce the amount of general education funding available.

C. Effect a teacher-child match.

This proposition deals with the fact that under least restrictive environment guidelines, regular education should exercise all its options prior to the advent of special education services. When children and teachers are matched effectively, special education is appropriately conceptualized and regular education takes a giant step toward solving its own problems.

The teacher-child match mat take place on many levels. Teachers and children can be matched across continuums of:

1. instructional style and learning style

2. teacher personality variables and learner personality variables

3. teacher behavior management strategies and learner responses to different management strategies

4. teacher classroom organization and learner needs for certain organizational styles.

5. etc., etc.

D. Establish a pre-referral process and problem solving teams (child study).

This is a critical element of the special-regular education process. In order for the special education system to function in line with its intent, a series of steps must be undertaken prior to the advent of special education services.

The most significant implication of least restrictive environment thinking and mainstreaming in general is the idea that full time placement in a regular classroom is the least restrictive environment and therefore, regular education should try every option available to it prior to implementing special education procedures. Theoretically, all attempts made to maintain the child as a full participant in regular education are part of the pre-referral process.

E. Recognize that standardized achievement testing may be a prime contributor to the inordinate growth of special education.

Standardized achievement testing is a business. Test publishers have one goal; to make money. Vast amounts of money for achievement testing is set aside in school budgets each year. The return of something of value is suspect. "Let the buyer beware" should be a familiar slogan. The following are facts about standardized testing that must be considered:

1. The validity and reliability of the tests themselves are always problematic.

2. Standardized testing procedures are always at risk from system to system, school to school, and even classroom to classroom.

3. Group testing always has a standard error of measurement that is far greater than individual testing. A great deal of accuracy is compromised.

For these reasons, group administered standardized tests are useful only for screening purposes and must not be used to determine eligibility for special education.

II. REGULAR EDUCATION CURRICULUM PROPOSITIONS

A. Generate a heavy emphasis on language development, especially kindergarten through second grade.

It is a virtual certainty that without a competent level of linguistic skill in the form of comprehension and expression of language, the primary grades would be disastrous. Language processing is essentially sequential in nature and so is the major part of academic skill development in American education. There are attempts being made to have teachers develop language teaching strategies that are wholistic rather than sequential.

We should continue to pursue wholistic approaches as viable, while simultaneously raising the level of teaching competence for sequential tasks. A good example of knowledge that is only now beginning to permeate instruction is that the basic skills of reading, writing and spelling have a great deal to do with linguistic competence. What is finally being understood is that children who do poorly in these areas, especially reading, and particularly in the early primary grades, are usually not competent in underlying linguistic skill such as vocabularly and syntax. Alphabetic-phonetic approaches to reading, such as the Schmerler and Orton Gillingham programs have been successful in remediating linguistic deficiencies.

B. Revamp the curriculum in accordance with the acknowledged existence of slow learners.

This is another point with potential major impact. Many educators don't know what slow learner means because the third word in the phrase is not used. It is slow learning rate. Educators should be the last to impose arbitrary limits on what children can learn. We must assume that all children can and do learn, but sometimes the curriculum marches and the children crawl. The gap widens. They need more time and more practice, and perhaps, more emphasis on activity and concrete doing than abstract, symbolic manipulation.

There are as many eighty and eighty-five I.Q. children as there are one hundred and fifteen and one hundred and twenty I.Q. children. Public education owes the former group as much as the latter. All students deserve the best possible program suited to their needs and geared to helping them develop to their fullest potential. Examining the history of mainstreaming, it becomes evident that the slow learning rate child was the original student for whom mainstreaming was intended. Regular education has generally failed in its attempts (if there have been any) to effectively program for these children. These students' time is spent struggling under regular classroom conditions and curriculum standards that are far removed from consideration for their slow learning rate.

The following options for these students have been delineated in one form or another by various authors:

1. Retain the same objectives as the regular class curriculum, but allow the students to move more slowly, one small step at a time.

2. Establish and adopt a parallel curriculum utilizing the same core subjects.

3. Utilize the same regular education curriculum, but lower the expectations for work output by some factor.

4. Eliminate parts of the regular education curriculum by establishing priorities and making value judgments in cooperation with students and parents.

5. Drop non-essential subtasks of the regular education curriculum.

There are exceptions, but most of the slow learning rate students should be removed from the roles of special education and fully normalized. This requires a system accommodation. The child is who he is. It is the system that must respond.

Recently, a number of State Departments of Education have eliminated the category of "slow learner" from their regulations under their state special education laws. This is right and wrong. Conceptually, it is the correct response. It confirms the message that these children are the responsibility of regular education. However, if the regular education system is not ready to accommodate these students either attitudinally or with specific resources, it is wrong. The children will be doomed to failure. Everyone will benefit from a commitment to provide an appropriate education for the slow learning rate student.

C. Establish appropriate school behavior as a curriculum unto itself.

All too often, regular educators view inappropriate school behavior as an obstacle or barrier to the "real" purpose of education, which is supposedly academic learning. This promotes a feeling of guilt on the part of any teacher who must use academic time to deliver discipline or use behavior management strategies. Unfortunately, that feeling of guilt can be a major obstacle to effective discipline and behavior management.

At the present time, it is not uncommon to find a child who calls out without raising his hand being sent for a full IEP evaluation. This is partially a commentary on the apparent lack of effective teaching of appropriate school behavior, which is linked directly to how this teaching is conceptualized. The recommendation is that appropriate school behavior become as much a part of the curriculum as academics. The major difference is that academic subjects are usually laid out in blocks of time, whereas behavior occurs throughout the school day in every context. For this reason, there must be schoolwide behavior policies.

CHILD STUDY INFORMATION

(Complete areas that are pertinent.) Date____________

Student's Name______________________ Age____ Birthdate__________

Sex______ School______________________ Grade__________

Teacher______________________ Parents______________________

Parent's Address____

Home Telephone____________________ Business Telephone____________________

Sibling's Full Name______________________ Age__________ Grade______

______________________ Age__________ Grade______

______________________ Age__________ Grade______

Student lives with____

Social Agency (if any involved)______________________________________

Health/Medical Information

1. Does the student have medical (past or present) problems?______________
2. Does the student wear glasses?_____ Date of last vision evaluation______________.
3. Is there a documented hearing loss?_____ Date of last hearing evaluation__________
4. Is the student currently on medication?______ If yes, what?______________
5. Has the student been on medication in the past?______ If yes, what?______________
6. Height________________ Weight________ (approximate)

School History

1. Attendance record since starting school: Good ( ) Poor ( ) Tardiness__________

. Number of schools attended______. Has the student been retained?______________

If yes, what grade?______

2. Please circle services child has received in the past: Referral to School Psychologist, Special Education classroom or Teacher Consultant, School Social Worker, Speech Therapis Remedial Reading, Title I, Other ______________________________

3. Is child presently receiving any special services?______ If yes, what____________

____.

(List grade level or standardized test scores as available. Write on back if necessary. Attach examples, worksheets, tests, etc.)

__________Reading Vocabulary

__________Decoding Skills

__________Written Expression

__________Oral Expression

__________Motor Problems

__________Other

__________Listening Comprehension

__________Math

__________Physical Disability

__________Classroom Behavior

__________Behavior Outside Classroom

__________Speech/Language

What is the predominant problem affecting the child's education. (If an academic problem please attach an example, i.e. worksheet, assignment, test, etc.) Write on back if necessary.

Check the following items if the student is observed exhibiting the behavior often enough to be affecting school performance.

ACHIEVEMENT:

__________High in some areas, low in others.

__________Generally low in all academic areas.

__________Poor memory (long term)__________ (short term)__________

__________Below average in __________Reading, __________Spelling, __________Math

__________Disproportionate or illegible handwriting compared to classmates.

__________Appears nervous/tense in the school setting.

__________Reacts positively to praise and/or good grades.

SENSORY CHARACTERISTICS:

__________Has difficulty with verbal expression.

__________Confuses sounds and words.

__________Apparent visual problems.

__________Mild hearing loss.

__________Easily distracted by auditory stimuli (sounds).

__________Easily distracted by visual stimuli (sights).

__________Unusually short attention span.

a. __________Short attention span in groups.

b. __________Short attention span in a one-to-one setting.

NOTE: __________Approximate number of minutes student is able to attend to assigned task.

NOTE: __________Approximate number of minutes student can attend to tasks in a one-to-one format.

MOTOR CHARACTERISTICS:

__________Poor sense of directionality (left-right, up-down, over-under, etc.)

__________Has facial tics or grimaces.

__________Excessive activity level.

__________Poor coordination.

__________Lacks judgment of size and distance.

__________Seems to visually tune-out.

__________Other____

BEHAVIORAL CHARACTERISTICS:

__________Avoids interaction with other students or teachers.

__________Inappropriate verbal and physical behavior.

__________Engages in self-destructive behavior (e.g., hits, scratches, or bites self).

__________Continues to engage in a behavior when it is no longer appropriate (e.g., fails to adapt or modify behavior to different situations). Explain:______________

____

__________Demonstrates behaviors not related to immediate situations (e.g., laughs or cries, yelling, complains).

__________Does not obey teacher's directions or classroom rules.

__________Does not complete daily academic tasks or homework.

__________Fails to consider or disregards consequences of own behavior.

__________Engages in self-stimulating behavior (e.g., hair twisting, nail biting, twirling objects, etc.).

Check those activities which you or others have tried.

	DATE	EXPLAIN (if appropriate)
( ) Peer or other tutoring		
( ) Shorter assignments		
( ) Change classroom environment (seating, grouping)		
( ) Teacher aides/other helpers		
( ) Alternative materials		
( ) Teaching to their strengths		

	DATE	EXPLAIN (if appropriate)
( ) Multisensory approach		
( ) Parent contact		
( ) Other: explain		
( ) Behavioral management system (checksheets/ contracts)		
( ) Time-Out		
( ) Modified schedule		
( ) Change in teachers		
( ) Administive action (suspension)		
( ) Chapter I		
( ) Reading Consultant help		
( ) School Social Work or Counseling Intervention		
( ) School Nurse		
( ) Other Community Agency		

What do you consider the student's strength's?____________________

Have you contacted the parents regarding your concerns about their child? ____Yes ____No

If yes, what action resulted?____________________

Please attach work samples that support your concern. Write additional comments on back of page.

Richard A. van den Pol
Thursday, March 21, 1985
10:30 -12:00 noon

Simulation Training For Transition: Ten Years Later

This presentation focused on subtle procedural details involved in one of the germinal simulation-training community survival curricula developed in the mid-1970's. More specifically, multiple exemplary photographic slide stimuli were demonstrated and the use of self-instruction procedures by developmentally delayed clients was discussed. Participants agreed that simulation training may be most reliable if synthesized with community-based approaches.

Thursday, March 21, 1:00-2:30 pm
Pat Burns

ABSTRACT

ACRES Fifth Annual National Rural Special Education Conference

Successful Recreation Programming By University Students In a Rural Community

Often there exists a need to have recreation programs and activities for exceptional children in rural communities. Living in sparsely populated areas can hinder families from being able to provide their handicapped children with activities to enhance socialization and peer relationships.

This presentation will focus on ways in which university students can successfully create, plan and implement various recreation activities for handicapped children who live in rural areas. Participants will be involved in brainstorming and sharing ideas for possible recreation programs, and the process of developing a usable plan of action to begin such programs will be demonstrated.

The session will also include topics such as: Realistic goal setting, establishing faculty and university support, motivating the university students to get involved, and funding recreation programs. Suggestions for adapting ideas and existing programs to meet the needs of different types of rural settings will be discussed, as will finding and utilizing resources in the community. Training university students to be program volunteers will also be covered.

A slide presentation depicting successful recreation programs that have been created and coordinated by college students at the State University of New York at Geneseo will be shown. Participants will have an opportunity to discuss and ask questions about the various programs seen in the slide show.

Successful Recreation Programming By University Students In a Rural Community

The session will conclude with a general question and answer period. Participants will be given an address list of resources to contact should they want more information in starting a particular recreation program. In addition, members of the audience will also be given the opportunity to add their address and the type of recreation programming that they are interested in to a list that will be mailed to participants following the conference. This will enable session participants to continue to communicate and share ideas on recreation programming. Handouts that will outline the important steps to successful recreation programming will be distributed.

Thursday, March 21, 1:00-2:30 pm
Bennie McKay, Frances Collins
Gayle Lane Waller

Vocational Assessment for Special Education (VASE): A Mobile Unit Servicing Rural Special Needs Students

The East Carroll, Madison, and Richland Parish Vocational Assessment Consortium was designed to better enable the schools to place handicapped students in vocational classes and increase their potential to enter the job market. With a mobile unit (30 foot Step-Van) the Consortium serves 22 schools in three parishes by providing a complete vocational assessment of each student aged 13 - 21, in grades 8-12. A major concern of staff involved in the project is the overall life adjustment of handicapped students and their ability to become employed. The project addresses appropriate school and job placement of special needs students.

A tracking folder is kept on each student and is updated throughout high school. At the beginning of each year, to develop career awareness and present possible job opportunities in this region, a career fair is held. This is sponsored by local businesses. The Vocational Assessment Specialist works with the curriculum supervisors, guidance counselors, and teachers in placing handicapped students in vocational classes in the high schools. Findings from the vocational assessment indicate strengths and interests in vocational areas and this information will be used to better provide services for the handicapped students.

The overall expectations of this project are to:

1) Provide leadership for other agencies to expand services.
2) Implement a total vocational program including the career awareness, exploration, and training (work study).
3) Adopt vocational curriculum for special needs students.
4) Reduce drop-outs.
5) Increase the number of jobs for special needs students.

NORTHEAST LOUISIANA VOCATIONAL ASSESSMENT MOBILE UNIT FOR SPECIAL EDUCATION (VASE)

Sometimes it's easier to take the classroom to the students than the other way around, especially if the students are handicapped and live in a rural area.

Thanks to a Discretionary Special Education grant and the school boards of Richland, Madison, and East Carroll Parishes of Louisiana, Mrs. Gayle Lane Waller, a vocational assessment specialist, is on the road in a mobile vocational assessment unit. Mrs. Bennie McKay, Richland Parish Supervisor of Special Education and Vocational Education is the director of the project.

The East Carroll, Madison, and Richland Parish Vocational Assessment Consortium was developed for the purpose of placing handicapped students in vocational classes and increasing their potential to enter the job market. The consortium serves the three parishes by providing a vocational assessment of each handicapped student age 13 and up. A tracking folder is kept on each student and is yearly undated through the students school years.

At the beginning of each year, to develop career awareness and present possible job opportunities in this region, a career fair is held. This phase of the program is a special way to involve school personnel, business leaders, parents and students in long range goal setting. The Vocational Assessment Specialist works closely with the curriculum supervisors, guidance conselors, teachers and parents in the placement of handicapped students in vocational classes. Findings from the vocational assessment indicate strengths, interests and limitations in vocational areas. This information assists the school personnel in providing better services for the handicapped students. The Vocational Assessment Specialist drives a step van from one school site to another in the three-parish region. The van is customized to serve as a mobile classroom and is equipped to provide the work space and the necessary assessment tools. There are approxiamtely 300 handicapped students in the 22 school of this three-parish region that receive services through this Assessment Program.

But the van is only the vehicle that permits a major phase of the program to be implemented. Area business people provide an integral part in the total program. They have volunteered their time to come and talk to the students about occupations within their business area. Some business have gave a step farther by employing some of the students in part-time jobs.

VOCATIONAL ASSESSMENT FOR SPECIAL EDUCATION

TITLE

Vocational Assessment for Special Education (VASE):
A Mobile Unit Servicing Rural Special Needs Students

NEED

A major concern of staff involved in the project is the overall life adjustment of handicapped students and their ability to become employed. The project addresses appropriate school and job placement of special needs students.

PARTNERS

The program partners include school officials, students, and business leaders in East Carroll, Madison, and Richland Parishes.

SPONSORS

The State Department and local school boards in East Carroll, Madison, and Richland Parishes have sponsored and supported the project.

TARGET AUDIENCE

The project serves all special needs students, ages 13-21, in 22 public schools of East Carroll, Madison, and Richland Parishes.

LOCATION OF PROGRAM

The program is located in the Northeast corner of Louisiana in 3 rural parishes. This area encompasses 1,658 square miles with a population of 51,082 and a total public school population of 11,205.

OBJECTIVES

1) To collect and report vocational assessment data.
2) To utilize data in the vocational placement of special needs students.
3) To provide data pertinent for post-secondary training and/or job placement.

PROCEDURES

1) The Vocational Assessment Specialist gathers data and determines student strengths and weaknesses.
2) The data is compiled into a written report.
3) Conferences are conducted to increase understanding of students' abilities and limitations.
4) Regional programs involve local business leaders and provide students an opportunity to explore work opportunities in the area.

ACCOMPLISHMENTS

1) Assessment Tracking Folder was designed and printed.
2) Level I and Level II assessment was completed on 289 students.
3) A Career Fair and Occupational Awareness Program were coordinated, involving school personnel and local business leaders.
4) Slide programs were presented for local civic clubs and organizations.
5) The concept of the project was presented at State, Regional and National Conferences.
6) Developed a parishwide Career Education Program, K-12.
7) Formed an Advisory Group for Rural Education in North Louisiana.
8) Designed charts of Vocational Program Components and the Assessment Sequence.
9) Printed Vocational Assessment for Special Education brochure.

EXPECTATIONS

1) Leadership provided for other agencies.
2) Implementation of a total vocational program including the career awareness, exploration, and training (work study).
3) Vocational curriculum adaptations for special needs students.
4) Reduction in drop-out rate.
5) An increase in number of jobs for special needs students.

CONTACT:

Bennie H. McKay, Supervisor
Special and Vocational Education
P. O. Box 599
Rayville, LA 71269
318-728-5964

or

Gayle L. Waller
Vocational Assessment Specialist
P. O. Box 599
Rayville, LA 71269
318-728-5964

Thursday, March 21. 1:00 - 2:30pm
L. Mazzola
A.P. Curtis
Kathryn Markovchick

SPEECH-LANGUAGE-HEARING INTERVENTION PROJECT

for Children Ages 0-7 and their families in a rural setting

This presentation will demonstrate exemplary rural educational, medical, and support services for handicapped children ages 0-7 and their families. Model home-based and center-based intervention programs will be discussed. Emphases will be placed on coordination with referral sources in the rural community and involvement of parents, classroom teachers, and special education personnel.

Major goals of this workshop will be to 1) present a model rural speech-language-hearing intervention pre-school program based upon normal child development; 2) present a curriculum that demonstrates how materials and activities can be used to stimulate those speech-language-hearing skills necessary for learning; and, 3) present a system for identification, assessment, and intervention for handicapped children ages 0-3 and their families. Specific attention will focus on how this model provides training for parents and community volunteers. Provisions for continuation of services to children entering school will be outlined.

Methods of presentation will include video-tapes, transparencies, discussion, and a question-answer period. Handouts will be provided. Information will also be provided on the initial grant which was funded by the State Department of Special Education with P.L. #94-142 monies.

Target Audience:

Administrators
Teacher Educators
Regional Administrators/Itinerant Staff
Cooperative Extension Workers
State Education Agency Personnel
Parents
Teachers--Elementary
Preschool Service Providers
School Board Members
University Students

Thursday, March 21, 1:00 - 2:30pm

Project IMPACT
Presentation Abstract

Dave Thomas
Sam Rust
Sherrie Chrysler
Terry Coon

Background

In the spring of 1984 the Department of Education, Office of Special Education and Rehabilitation Services awarded the Juneau School District Special Services Program a three (3) year personnel development grant to implement a staff development project in the areas of special education and clinical teaching. In addition, the Sitka School District was asked and agreed to take part as a training site.

Project Components

Project IMPACT is a staff development project which focuses on instruction utilizing special education strategies and techniques and the clinical teaching model to impact educational effectiveness with ALL children. To achieve this goal, the project incorporates components in:

- Student Management
- Communication Skills
- Directed Frontal Teaching
- Leading Guided Discussion
- Assessment Techniques
- Instructional Methodology
- Curriculum Development
- Delivery Systems

In order to master the above components Project IMPACT instituted the following model based on research from Joyce and Showers which demonstrated that for staff development to have an impact, the following five stages must be present in the training approach.

Presentation of Theory
Modeling
Practice/Simulated Conditions
Structured Feedback
Coaching for Classroom Application
Goal Mastery

PRESENTATION FORMAT

Presentor	Focus
Dave Thomas Director of Special Services Juneau School District	Review of the project's history and unique problems of Southeast Alaska.
Dr. Sam Rust Professor of Special Education Central Washington University	Review of the Juneau School District Staff Development Program that led to the development of Project IMPACT.
Dr. Sherrie Chrysler Project IMPACT Coordinator Juneau School District	Provide an indepth look at Project IMPACT and its training components.
Terry Coon, Director of Instructional Services Sitka School District	Provide a look at the impact on the Sitka School District as a recipient of Project IMPACT.

Thursday, March 21, 1:00 - 2:30pm

AnnBeth Sarachan-Deily, Mary Hay, Dorothy Germano

TRAINING TEACHERS TO WORK WITH HANDICAPPED STUDENTS IN RURAL AREAS: THREE MODEL PROGRAMS

There is a current call to improve the preservice training of those who will teach in rural settings (Murray, 1983; Horn, 1983; Helge, 1983; Massey & Crosby, 1983). While most teacher education programs are responding to the trend to specialize, rural educators continue to need to be generalists. They must be prepared to work across disciplines, age levels, and handicapping conditions. They must have interpersonal skills and intrapersonal qualities that will support prolonged geographic, cultural and professional isolation. They must know how to access resources, retain professional ties and maintain a positive self-image.

Teacher training programs are responding to this challenge in a variety of ways. Across the country, different teacher preparation models are being employed to train rural special educators, so that when education students are graduated and employed, they will be well-prepared, professionally successful, and personally satisfied when serving rural students. Although many of these programs are successful, it is not usually convenient for institutions to share ideas, success stories, curricula, or problems with other similar institutions. This symposium is designed to encourage such sharing.

Specifically, three model programs will be presented to a target audience of teacher educators, administrators, elementary and secondary teachers, and university students. Geographically, these programs represent institutions of higher learning in New York, Iowa, and Tennessee. The program described in New York State is the outcome of a three year grant designed to improve services to handicapped learners in rural school districts. Among other objectives, it utilizes the expertise of rural Chief School Officers to help change the preservice curriculum, so that graduating students have the skills to work more effectively with handicapped learners in rural school settings, and it provides practicum and student teaching settings in which the unique needs of handicapped students in rural school districts are being addressed. In Iowa, an innovative preservice teacher education program, called "Teacher on Television (TOT), uses live television broadcast from a local elementary classroom to an observation classroom in the College of Education. The observation site is equipped with remote camera so that observers can view, close up, the desired activities. The viewing site is staffed by teaching faculty and facilitators who emphasize and discuss classroom events and teaching strategies as they occur and who maintain communication with the classroom teacher concerning lesson plans and special activities. In Tennessee, a three year grant to improve the overall quality of graduates in Special Education has resulted in improved recruitment techniques, systematic review and evaluation of existing courses and content in relation to rural needs, and specific program changes. These activities have resulted in an overall qualitative improvement in the institution's preservice teacher-training program.

After the short formal presentations, informal discussion will follow, and audience participation and interaction will be actively encouraged. It is hoped that every member of the audience will leave the symposium with new ideas and strategies for preservice training of rural teachers and will share his or her institutions' ideas and strategies with the others present.

Teacher Training: An Alternative Method for Providing Classroom Observation Experiences

Donna Merkley, Assistant Professor, teaches in the College of Education, Iowa State University in Ames.

Mary P. Hoy, Assistant Professor, is chairman of the Teacher-On-Television project in the Department of Elementary Education, Iowa State University, Ames, Iowa 50011.

A version of this manuscript appeared in
Phi Delta Kappan, V. 66, no. 5, 1985, pp. 373-374.

Teacher Training: An Alternative Method for Providing Classroom Observation Experiences

Donna Merkley
Mary Hoy

Highly publicized reports by recent blue-ribbon panels* reflect concern with both the quality of students' academic performance and the competence of those in the teaching profession. Criticisms of weaknesses in our schools emphasize the continual need to enhance the efforts of colleges of education, related academic disciplines and public/private schools to cooperate in producing effective and competent teachers. One critical component in the process of teacher training involves providing candidates with exposure to exemplary teachers working with children in classroom settings. Although the value of field experiences for teachers-in-training can be extended and refined by guided observation opportunities, the commonly accepted practice of placing pre-service teachers in classrooms for direct observation involves considerable drawbacks. Scheduling visits, arranging transportation to sites, minimizing the disruptive presence of observers and the difficulty of viewing certain details while sitting in a classroom are obstacles and concerns.

The College of Education at Iowa State University (ISU) in cooperation with the Ames Community School District is utilizing the technology of television as an avenue for pre-service teachers

*"A Nation at Risk," "20th Century Fund Task Report on Federal Elementary and Secondary Education Policy," "14th Annual Gallup Poll of Public's Attitude Toward the Public Schools."

to observe naturalistic classroom interactions. Live proceedings are broadcast from selected elementary classrooms to an observation center in the ISU College of Education.

In this cooperative venture between ISU and the local school district, contractual agreement with the teacher involved delineates telecast days, the honorarium for participation and campus benefits which accompany the title of "collaborator." In addition, the televised elementary school receives a stipend for its involvement. The classroom of the participating teacher is equipped with several ceiling microphones and a pedestal mounted camera. The camera, equipped with capabilities for pan, tilt and zoom, is operated from the campus observation center. The mixed audio/visual signal from the classroom is transmitted to a microwave link between the school and ISU. Specific schedules are established at the beginning of each semester to transmit the classroom proceedings live 8:45 am - 3:00 pm, on 20 designated days during the semester. A campus committee meets with the participating classroom teacher and the building principal prior to broadcasting to discuss project objectives and concerns. A videotaped interview with the classroom teacher in which curriculum, classroom routines and general strategies are discussed is made available to campus faculty and students prior to scheduled observations. Parents of children in the class receive a letter describing the telecasting with an invitation to observe. Textbooks used in the classroom are available at the campus observation site along with district curriculum goals, a schedule of classroom activities and the teacher's tentative lesson plans. During the semester scheduled

Seminars are conducted on campus with the television teacher, providing students and faculty with an opportunity to discuss the observed classroom teaching and interactions.

Although student viewing at the observation center is guided by requirements from respective teaching faculty, an expressed need was realized for a facilitator's presence to guide student and visitor viewing. In May 1983, Iowa State University funded an Instructional Development Grant to the College of Education to support a facilitator for the 1983-84 telecasting. The primary roles of the facilitator are: 1) to emphasize or discuss with pre-service teachers the classroom events and teaching strategies as they occur, 2) to interpret classroom activities and procedures to observing parents and visitors, and 3) to maintain communication with the television classroom teacher concerning lesson plans and special activities.

Results

During spring semester, 1983, sixty per cent of the teaching faculty in the Department of Elementary Education required observations of their students. During the semester approximately 200 elementary education majors viewed various segments of the live classroom proceedings.

A 19 item Likert-style questionnaire was administered to 204 elementary education students to determine the perceived value of the classroom observations. Included in the sample were two freshmen, 34 sophomores, 110 juniors and 58 seniors. Only 7, or 3.4%, had completed student teaching. The average number of observations per student was 3.9. The average amount of time that students spent observing was 2 hours, 55 minutes.

Students indicated that the live televised broadcasts enhanced their understanding of lesson presentation, individualization of lessons and use of curricular materials. They were also able to recognize various motivational techniques, teaching strategies and lesson objectives.

With this project, the problems of scheduling observations and student travel time are eliminated. The effects of an audience on the normal behavior patterns of children are also eliminated. An entire college class can observe the same lesson in its naturalistic setting with the university instructor or the facilitator functioning as a commentator, highlighting and emphasizing specific aspects. Scheduling allows for observation of a classroom throughout a semester, creating additional advantages for college students to follow the evolution of lessons, and the changes in the classroom organization and student behavior over time. The technology utilized requires no additional personnel to interfere with classroom activities. Set-up and take-down concerns are eliminated. Dependence on a video crew to capture the naturalistic textures of the classroom, specific teacher activities and specific student activities are effectively eliminated. The camera is operated from the campus observation center making it possible to observe the activities of the entire elementary class or one individual student.

Expanded broadcasting to encompass more than one elementary classroom within a semester is planned. This would allow retention of the intermittent telecast schedule for the classroom teachers involved while offering ISU students daily observation opportunities, different instructional settings, alternative age groups and varied teaching styles.

The protocol of the project offers exciting possibilities locally for teacher in-service, school/home communications and research and evaluation. The possibility of uplink to satellite transmittors is being explored, thus allowing other teacher-training institutions to participate and coordinate observation experiences. Moreover, at a time when the effectiveness of our education system is challenged, the project stands as an example of cooperation between schools and university in teacher training.

Thursday, March 21, 1:00-2:30 pm
Diane Lenz

PURPOSE

The pupose of a presentation of the Institute for Human Development's paraprofessional program model at the ACRES National Rural Special Education Conference would be to provide rural Special Education service delivery and administrative personnel with one example of a cost-effective early childhood/ special education program for young handicapped children and their families who live in rural, culturally-different communities.

A slide presentation, overhead projections and a materials display will illustrate program development, staff training, service delivery and family involvement.

ABSTRACT

Based at Northern Arizona University in Flagstaff, Arizona, the Institute for Human Development's paraprofessional program provides educational services for 40 infants and preschool children (ages birth - 5 years) and their families who reside in five rural Northern Arizona communities. 67% of the children served are Native Americans from the Navajo and White Mountain Apache tribes.

The paraprofessional program concept evolved out of an initial attempt by Flagstaff-based professionals to consult monthly with families of handicapped children in their own communities. However, the expense of travel and staff time and problems in maintaining communication with families who were non-English speaking and frequently did not have telephones, transportation or utilities made the program costly and impractical. The children did not make optimal progress under these conditions.

In 1980 the Institute for Human Development developed the present community-based paraprofessional program model to replace the Flagstaff-based professional program. The program staff includes a Paraprofessional Program Coordinator and eight paraprofessionals.

The more cost efficient paraprofessional model involves the identification and evaluation of previously unserved children and the initiation of services by locally-hired, trained paraprofessionals who are recognized and trusted in their own communities.

This service model typically developes in four phases:

1) The identification and evaluation by professional clinical staff of previously unserved children within a 50-mile radius of one rural community.

2) The hiring and training of a local paraprofessional and initiation of a home-based program.

3) The development of community resources and an integrated preschool classroom staffed by paraprofessionals.

4) The incorporation of the program into the public schools.

With the recent (May 1984) passage of permissive state legislation allowing school districts to apply for funding to serve preschool handicapped

children, the Institute for Human Development encourages school districts to adopt the integrated preschool model, recruit certified teachers, and utilize the paraprofessionals as classroom aides.

Over a period of three years, one classroom has completed this entire process. The present program includes two home-based programs and three classrooms staffed by paraprofessionals.

The Paraprofessional Program Coordinator travels 750-1000 miles monthly from Flagstaff to each service site, to provide program development assistance and staff and parent training.

Edward L. Madrid
Thursday, March 21, 1:00 - 2:30pm

ABSTRACT

"Who is going to serve my LD/LEP child?"

by

Edward L. Madrid

The presenter will share practical guidelines for bilingual staff -- administrators, principals, teachers, aides, and parents -- in identifying LEP children, diagnosing strengths and deficits, and conducting instruction in methodologically appropriate ways; working with special education resource personnel; and individual learning program.

Misidentifying a student as a mentally handicapped person is just as disastrous as identifying a mentally retarded person as a limited-English proficient (LEP) student. Both testing procedures are valid in their own right but care should be followed by the respective professional person administering the appropriate test. The child may be one or the other -- and most likely he/she may be both!

A multihandicapped person is one who has two or more unrelated disabilities, such as:

- deaf and orthopedically handicapped
- cerebral palsy and trainable mentally handicapped
- learning handicapped and physically handicapped

And thus, a LEP student with any one of the above handicaps* makes him/her a multihandicapped person. The combination of which requires unique strategies and intensive services.

Schools in this country have only recently begun to address the needs of the LEP child who is physically handicapped or emotionally disturbed. The presenter will discuss the legal and educational developments that have focused attention on this child and will describe briefly some methods currently being used. He will describe the significance of community and parental support and suggest ways to facilitate this suppport. One of the most critical issues that has arisen is the need for teachers trained in both bilingual education and special education.

The special education teacher is trained to function within that specific area of expertise. The bilingual teacher is trained to operate within a classroom setting using two languages. The minority language, handicapped child falls somewhere in between. Somehow both these teachers, reflecting two disciplines, will have to find a meeting ground to address the needs of this child.

Who is going to serve my LD/LEP child?

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* The pupil shows potential for "academic growth" (cognitive development).

Who Is Going
To Serve
My LD/LEP Child?

Bilingual Ed

Ed Madrid
(916) 662-0201

CHRONOLOGY OF LEGISLATION AND LITIGATION

1954: *Brown v. Board of Education of Topeka*, 347 U.S. 483, 74 S. Ct. 686, 98 L.Ed. 873 (1954).

1964: Civil Rights Act of 1964, Title VI, Section 601, 42. U.S.C.A., Section 2000d.

1968: Elementary and Secondary Education Act, Title VII (also known as the Bilingual Education Act), Sections 702 *et seq.*, 20 U.S.C.A., Sections 880b *et seq.*; P.L. 90-247, 81 Stat. 783 (Jan. 2, 1968).

1968: *Arreola v. Board of Education*, No. 160 577 (1968).

1970: U.S. Office for Civil Rights, May 25, 1970, Interpretation of Civil Rights Act. *Fed. Regist. 35*, 11595.

1970: *Diana v. State Board of Education*, No. 3-70 37 RFP (1970).

1971: *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*, 344 F. Supp. 1260, E.D. Pa. (1971).

1971: *Covarrubias v. San Diego Unified School District*, No. 70-394-T, S.D. Calif. (1971).

1972: *Mills v. Board of Education of District of Columbia*, 384 F. Supp. 866 (D.D.C. 1972).

1972: *Guadalupe Organization, Inc., v. Tempe Elementary School District No. 3 et al.* U.S. District of Court of Arizona, 587 F. 2d 1022 (9th Cir. 1978).

1973: Vocational Rehabilitation Act of 1973, Section 504, 29 U.S.C.A., Section 794; P.L. 93-112.

1974: Equal Educational Opportunities Act of 1974, Section 204, 20 U.S.C.A., Section 1703.

1974: *Larry P. v. Riles*, 343 F. Supp. 1306, 502 F. 2d 963 (9th Cir. 1974).

1974: *Lau v. Nichols*, 414 U.S. 563, 94 S. Ct. 786, 39 L.Ed. 2d 1 (1974).

1974: *Wyatt v. Stickney*, 344 F. Supp. 387 (M.D. Ala. 1972); Affirmed Sub. Nom. *Wyatt v. Aderholt*, 503 F. 2d 1305 (5th Cir. 1974).

1975: Education of All Handicapped Children Act of 1975, 20 U.S.C.A., Sections 1411-1420; P.L. 94-142.

1977: *Fed. Regist.* 42, No. 86, May 4, [illegible], P.L. 94-142 Regulations.

1978: Gifted and Talented Children's Act of 1978, Section 902; P.L. 95-561.

1978: *Lora v. The Board of Education*, New York, 456 F. Supp. 1211 (1978).

1979: *Jose P. v. Ambach*, 79-C-270, New York (1979).

1980: *Parents in Action on Special Education (PASE), et al. v. Hannon, et al.* appeal pending (7th Cir.).

RESOURCES IN TESTING

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Bilingual Special Education Assessment Handbook (A). National Hispanic Center for Advanced Studies and Policy Analysis, 255 E. 14th Street, Oakland, CA 94606. (415) 451-0511. 1982.

Bilingual Testing and Assessment. Proceedings of BABEL Workshop and Preliminary Findings Multilingual Assessment Program. BABEL Inc., 255 E. 14th Street, Oakland, CA 94606. (415) 451-0511. 1971. Test-by-test summary of the discussion and conclusions reached during the workshop sessions.

Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines. Edited by Joan Good Erickson and Donald R. Omark, University Press, 300 N. Charles Street, Baltimore, MD 21201. (800) 638-7511. 1981.

Culturally Appropriate Assessment. A Source Book for Practitioners. By Andrea Carroll, Gabriele Gurski, Kirsten Hinsdale, and Keren McIntyre. California Regional Resource Center (CRRC). University of Southern California, 600 S. Commonwealth Avenue, Suite 1304, Los Angeles, CA 90005. (213) 381-5231. 1977.

Educational Testing Service Test Collection. Test Collection, Educational Testing Service, Princeton, NJ 08541.

Bibliographies for:

Special Populations:
- American Indians
- English as a Second Language
- Spanish Speakers, Preschool-Grade 3
- Spanish Speakers, Grades 4-6
- Spanish Speakers, Grades 7 and Above

Miscellaneous:
- Culture-Fair and Culture-Relevant Tests
- Piagetian Measures
- Other

Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 N. Lamar Boulevard, Austin, TX 78752. 1977.

Guide to Assessment Instruments for Limited English Speaking Students (A). By Barbara P. Pletcher, *et al.*, Santillana Publishing Co., 575 Lexington Avenue New York, NY 10022. 1978.

Initial Screening and Diagnostic Assessment of Students of Limited English Proficiency. National Dissemination and Assessment Center, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032. 1980.

Manual for Identification of Limited-English Proficiency Students With Special Needs. By Alba M. Ambert, Jean Greenberg, and Sandra Pereira, Bilingual Multicultural Special Education Project, Massachusetts Department of Education, Division of Special Education, Bureau of Program Development and Evaluation, 31 St. James Avenue, Boston, MA 02116. March 1980.

Psychological Assessment for Hispanic Children. By Dr. Ricardo Figueroa, The National Hispanic Center, 255 E. 14th Street, Oakland, CA 94606. 1982. (Topics covered are: Education and Hispanics, Culture and Testing, Adaptive Behavior and Culture, IQ and Intelligence, Criterion Reference Testing, The Law & Psychological Testing, Bilingual Children's Test Performance, Mental Abilities of Hispanic Children, Bilingual Special Education, and Bias in Testing Bilingual Children.)

Resource Guide to Multicultural Tests and Materials. By Lorraine T. Cole and Trudy Snope. ASHA. September 1981, pp. 639-44.

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Vol. III.B. Evaluating the Non-English Speaking Handicapped. FDLRS Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students, Knott Building, Tallahassee, FL 32301. (904) 488-1879 (Suncom 278-1879). 1982.

Nancy Dew
Coordinator of Services
Illinois Resource Center
April 1982; edited September 1982.

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 1)

Team Meeting Date ____/____/____

SECTION 1

LEGAL PUPIL NAME ______________________ (last) (first) (middle initial) Birth Date ____/____/____

SECTION 2

PUPIL DATA *(As of meeting date)*

LEP ☐ NEP ☐

Address: ______________________

Sex: ☐ Male ☐ Female

Grade ________ Home School ______________________

Current School of attendance: ______________________ Primary language: ____________

Referring person: ______________________ Ethnicity: ____________

SECTION 3

PARENT DATA

Parent/Guardian Name: ______________________ (first) (last)

Home Phone: ____________

Work Phone: ____________

Parent Address Same? ☐ Yes ☐ No ______________________ (number) (street) (city)

Licensed Children's Home: ☐ Yes ☐ No

Parent Language (other than Eng.) ____________

SECTION 4

ELIGIBILITY AND TEST DATA

IEP Team Level:
- ☐ School
- ☐ District
- ☐ County
- ☐ Joint

Meeting Purpose
- ☐ Initial
- ☐ Annual Review
- ☐ Triennial
- ☐ Other Review

Primary Classification:
___ld ___speech ___deaf ___h.h. ___df/bl ___vh
___oh ___sed ___lif ___ohi ___mh

LH Elig: ☐ Mod tried and documented
☐ Not due to cul/lang/absence ☐ discrepancy
☐ due to disorder in Psych. process

SECTION 5

PROGRAM RECOMMENDATION

Projected Duration of Program: ______________ Date Program to Commence: ____/____/____

Extent of participation in regular education program: (Modification/ Date)
- ______ % of day in regular classes ______
- ______ % in Special Education services ______

Date first entered Sp.Ed. ____/____/____
Date of last Evaluation ____/____/____
Date of Triennial Eval. ____/____/____

Recommended Placement:
- ☐ Regular Program
- ☐ Regular Program with modifications
- ☐ Designated Instruction and Services ____________ specify
- ☐ Resource Specialist Program ______
- ☐ Special Day Class
- ☐ Other ______________

Transportation:
- ☐ Not required
- ☐ Regular Transportation
- ☐ Special Education Transportation
- ☐ Refer to District Level IEP Team

FOR OFFICE USE ONLY
Placement
Date: ____________
School: ____________
Teacher: ____________
Ann. Review
Date: ____________
Record # ____________

SECTION 6

EXTENDED SCHOOL YEAR? ☐ Yes ☐ No

Interim action, if needed:
____
____
____
____

Alternatives to meet district prescribed course of study and/or to meet proficiency standards. ☐ Yes ☐ No

If yes, attach separate sheet

Pupil will follow school/district behavior and discipline standards: ☐ Yes ☐ No

If no, address as a goal

SECTION 7

TEAM MEMBERS PRESENT

The following Individualized Education Program Team members were present and affirm that proper procedures have been followed regarding assessment, due process, instructional planning, and program recommendation or dismissal in accordance with the provisions of California Administrative Code Title 5 and California Education Code (members who do not agree or concur with the identification or educational program should attach a statement of reasons for disagreement and alternative recommendations).

Name/Title Administrator/Designee (1)______________________ (5)______________________
Current Teacher (2)______________________ (6)______________________
Parent(s) (3)______________________ (7)______________________
(4)______________________ (8)______________________

SECTION 8

PARENT CONSENT INDICATES:

☐
- I have received a copy and had my rights as a parent explained to me.
- I consent to my child's participation in the Special Education Program and/or related services recommended and understand that I may withdraw my consent at any time after consultation with a member of the Individualized Education Program Team and after submitting written notice to an administrator.
- I consent to all components of the Individualized Education Program, with the exception of any noted (attached). I understand those components to which I consent may be implemented so as not to delay providing instruction and services to my child.

☐
- I consent to the dismissal of my child from Special Education.

Participants:
☐ Father ☐ Pupil
☐ Mother ☐ Surrogate?
☐ Guardian
☐ Representative

Parent Signature(s): ______________________ (Signature) ______________________ (Signature) Date: ____/____/____

COPIES: Special Education Teacher / Parent—PINK COPY / Special Education Office / Regular Education Teacher / School

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 2)

Student Name ______________________ Birthdate ___/___/___ IEP Team Meeting date ___/___/___

PRESENT EDUCATIONAL PERFORMANCE

Reading (Decoding/Comprehension)

Math (Reasoning/Calculation)

Written Expression

Communication (Expression/Comprehension)

Vocational/Pre-Vocational

Health, include Medication, (Glasses, etc.)

[illegible] (Emotional Development, etc.)

ELIGIBILITY DETERMINATION/RATIONALE FOR PLACEMENT AND CONTINUATION IN PROGRAM

☐ Meets eligibility criteria and needs more academic support than a regular class with modifications can provide.

☐ Academic and behavior eligibility criteria are both met. Needs more behavioral and academic support than a regular class with modifications can provide.

PHYSICAL EDUCATION: ☐ Regular ☐ Specially designed (describe below)

COMMENT SECTION: (If a secondary pupil, attach plan for meeting district course of study requirements/or proficiency standards. When appropriate, include: considerations for Non-English speaking; transition into regular class program).

WHITE—Special Education Teacher / GREEN—Parent / YELLOW—Special Education Office / PINK—Regular Education Teacher / GOLDENROD—School

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 1)

Fecha de la Junta del Comite ____/____/____

SECCION 1

NOMBRE LEGAL DEL ALUMNO ______________ (Apellido) ______________ (Primero) ______________ (Segundo)

Fecha de Nacimiento ____/____/____

SECCION 2

DATOS DEL ALUMNO

(Con fecha de la junta)

Domicilio ______________________

Residente de YSESR ☐ Sí ☐ No

Grado __________ Escuela a la que debe atender ______________________

Escuela de asistencia actual ______________ Idioma Principal ______________

Persona que hizo la recomendación ______________ Código étnico ______________

SECCION 3

DATOS DEL PADRE

Nombre del Padre:

______________ (Primero) ______________ (Apellido)

Teléfono de casa: ______________

Es el mismo domicilio que el del padre? ☐ Sí ☐ No

Institución con Licencias de Niños: ☐ Sí ☐ No

______________ (Numero) ______________ (Calle) ______________ (Ciudad)

Teléfono de trabajo: ______________

SECCION 4

DATOS DE EXAMENES Y DE ELEGIBILIDAD

Nivel del Comité del IEP:
- ☐ Escuela
- ☐ Distrito
- ☐ Condado
- ☐ Unión

Propositos de la Junta:
- ☐ Inicial
- ☐ Examen Anual
- ☐ Examen de cada tres años
- ☐ Otro Examen ______________

Reune la criteria de elegibilidad para una Educación Especial: Sí_____ No_____

Primera clasificación:
- ☐ Aprendiendo ☐ Comunicativo
- ☐ Físico ☐ Severo

Código ☐☐☐

SECCION 5

RECOMENDACIONES DEL PROGRAMA

Duración proyectada del programa: ______________

Extensión de la participación en un programa de educación regular:

Modificación/ Dese

_____ % del día en clases regulares _____

_____ % en servicios de educación especial _____

Fecha de evaluación de cada tres años

____/____/____

Transportación:
- ☐ No es necesaria
- ☐ Transportación Regular
- ☐ Transportación de Educación Especial
- ☐ Referir al Comité IEP en el Nivel del Distrito

Fecha en que comenzará el programa: ____/____/____

Colocación Recomendada:
- ☐ Programa Regular
- ☐ Programa Regular con Modificaciónes
- ☐ Servicios y Instrucción Designados ______________ (especificar)
- ☐ Programa de Recursos Especializado ______________
- ☐ Clase Especial de Dia
- ☐ Otro ______________

SECCION 6

EXTENCION DEL AÑO ESCOLAR?

☐ Sí ☐ No

Notas:

Acción intermedia si es necesario:

____

____

____

____

____

Alternativas para satisfacer los cursos de estudio préscrito por el distrito y/o para satisfacer las normas de progreso. ☐ Sí ☐ No

Sí su repuesta es sí, incluya una hoja separada.

El estudiante seguirá las normas de comportamiento y disciplina del distrito/escuela.

☐ Sí ☐ No

Sí su repuesta es no, dirijase a la página 2 del IEP.

SECCION 7

MIEMBROS DEL COMITE PRESENTES

Los siguientes miémbros del comite del programa educacional individual estuvierón presentes y afirmarón que los procedimientos apropiados han sido seguidos con respecto a la evaluación, procedimiento debido, programa instruccional y programa de colocación o destitución de acuerdo con clausulas administrativas del Código numero 5 de California y Código Educacional de California (miémbros que no esten de acuerdo o que no se conformen con la identificación del programa educacional deberan adjuntar un informe de desacuerdo con las razones y las recomendaciones alternativas).

Nombre y Titulo Administrador/Nombrado (1) ______________ (5) ______________

Maestro(a) actual (2) ______________ (6) ______________

Padre(s) (3) ______________ (7) ______________

(4) ______________ (8) ______________

SECCION 8

CONSENTIMIENTO DEL PADRE INDICADA:

- Yo he recibido una copia y se me han explicado mis derechos como padre.
- Yo doy mi consentimiento para que mi hijo(a) participe en el programa de Educación Especial y/o servicios relacionados recomendados y entiendo que yo puedo retirar mi consentimiento a cualquier hora después de haber consultado con un miémbro del comite del Programa de Educación Individual y después de haber sometido un aviso escrito a un administrador.
- Yo consiento a todo los componentes del Programa de Educación Individual, con la excepción de cualquiera nombrado (incluyado). Yo entiendo que esos componentes a los cuales consiento pueden ser instrumento para no tardar en proveer la instrucción y servicios para mi hijo(a).

Participantes:
- ☐ Padre ☐ Alumno
- ☐ Madre ☐ Substituto?
- ☐ Guardián ☐ Representante

Firma de Padres: ______________________ Fecha ____/____/____

WHITE—Special Education Teacher / GREEN—Parent / YELLOW—Special Education Office / PINK—Regular Education Teacher / GOLDENROD—School

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 2)

Nombre del Alumno ____________________ Fecha de Nacimiento ___/___/___ Fecha de la Junta del Comité IEP ___/___/___

NIVELES DE DESEMPEÑO EDUCACIÓNAL

Lectura (Reconocimiento/Comprensión)

Matemática (Razonamiento/Calculacion)

Expreción Escrita

Comunicación (Expresion/Comprensión)

Profesional/Pre-Vocacional

Salud

Otro

DETERMINACIÓN/ANÁLISIS DE ELEGIRILIDAD PARA COLOCACIÓN Y CONTINUACIÓN EN EL PROGRAMA

Reune la criteria de elegibilidad y necesita más ayuda academica que lo que provee una clase regular con modificaciónes.

Criteria de elegibilidad academica y de comportamiento son apropiados. Necesita más ayuda en comportamiento y más ayuda acádemica que lo que una clase regular con modificaciónes puede proveer.

EDUCACIÓN FÍSICA _____ Regular _____ Diseñada Especialmente (explique abajo)

SECCIÓN DE COMENTARIOS (Si es alumno de secundaria, adjunte el plán para completar los requisitos de graduación del distrito. Cuando es apropiado incluya: consideraciónes por no hablar Inglés; transición a un programa de clase regular.)

WHITE—Special Education Office / GREEN—Regular Education Teacher / YELLOW—School / PINK—Parent / GOLDENROD—Special Education Teacher

YSESR Yolo Special Education Service Region

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SUPPLEMENTAL COMMENT/INFORMATION SHEET

PUPIL'S NAME ____________________ **DATE** ____________

BIRTH DATE ____________________ **SUPPLEMENT TO:** ☐ IEP
☐ Referral
☐ ____________

SUPPLEMENTAL COMMENTS/INFORMATION

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Ed. Teacher / GOLDENROD–School

Y S E S R Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

HOJA DE COMENTO/INFORMACION SUPLEMENTARIO

NOMBRE DEL ALUMNO ____________________ FECHA ____________

FECHA DE NACIMIENTO ____________________ SUPLEMENTO A:
☐ IEP
☐ Referimiento
☐ ____________

COMENTOS/INFORMACION SUPLEMENTARIO

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Ed. Teacher / GOLDENROD–School

PRIORITIZED LEARNING GOAL: **PROGRAM/SERVICE:**

SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met ______ initial
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met ______ initial

PRIORITIZED LEARNING GOAL: **PROGRAM SERVICE:**

SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met ______ initial
SHORT TERM OBJECTIVE	by ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met ______ initial

Annual Review Date____________

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Education Teacher / GOLDENROD–School

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 3)

METAS Y OBJETIVOS

Nombre del Alumno ______________________ **Fecha de Nacimiento** ___/___/___ **Fecha de la Junta del Comité IEP** ___/___/___

META DE ESTUDIO PRIORIZADA: **PROGRAMA/SERVICIO:**

OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**
OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**

META DE ESTUDIO PRIORIZADA: **PROGRAMA/SERVICIO**

OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**
OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**

META DE ESTUDIO PRIORIZADA: **PROGRAMA/SERVICIO**

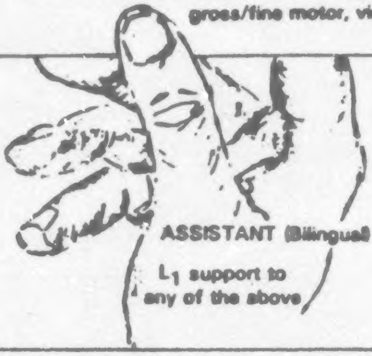
OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**
OBJETIVO DE CORTE TIEMPO	**Para** ___/___/___ **el alumno va a:** **Medido por:** _______ **examen, usando** _______ **observación de** _______ **(otro)**	**Progreso desde** ___/___/___ **Objetivo:** ____ **Cumplido** ____ **No Cumplido**

WHITE—Special Education Office / GREEN—Regular Education Teacher / YELLOW—School / PINK—Parent / GOLDENROD—Special Education Teacher

BILINGUAL SUPPORT MODEL

SPECIAL EDUCATION TEACHER (Monolingual)

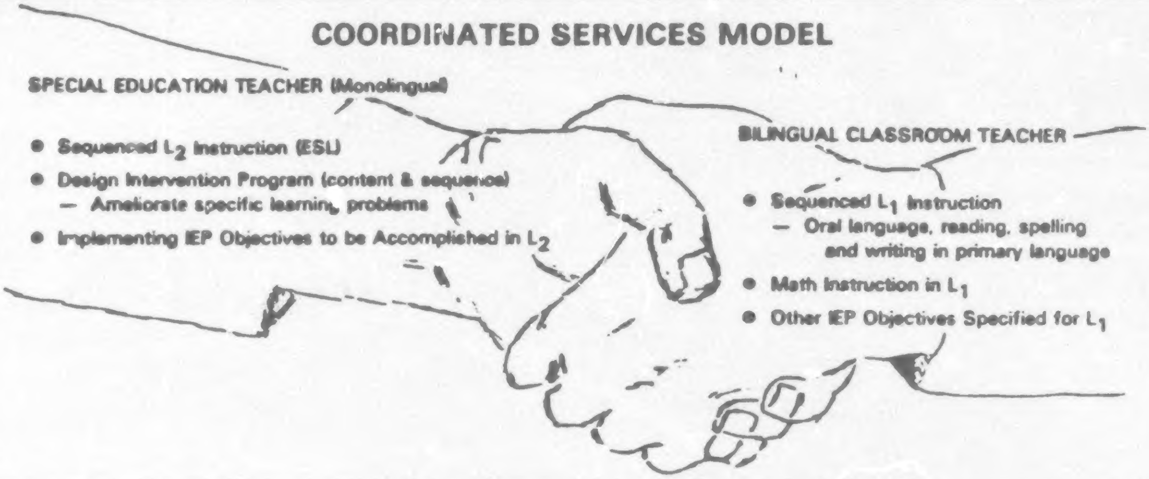
- Sequenced L_2 Instruction (ESL)
  - Oral language (receptive, expressive)
  - Reading (word attack, comprehension)
  - Spelling/writing (based on oral language)
- Math Instruction in L_2
  - Based on concrete experiences
  - Building language & cognitive development together
- Other IEP Objectives (self-help, vocational, gross/fine motor, visual/auditory perception)



ASSISTANT (Bilingual)

L_1 support to
any of the above

COORDINATED SERVICES MODEL



SPECIAL EDUCATION TEACHER (Monolingual)

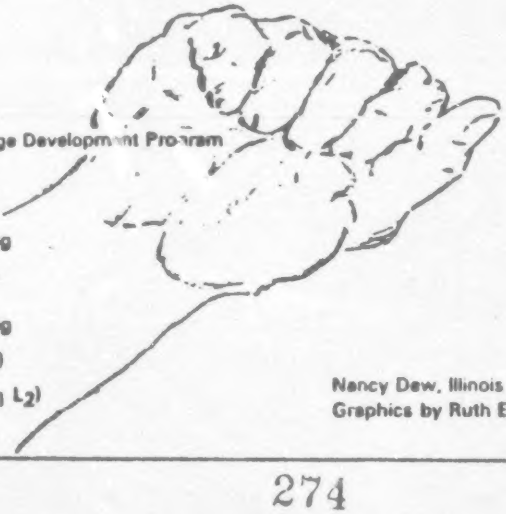
- Sequenced L_2 Instruction (ESL)
- Design Intervention Program (content & sequence)
  - Ameliorate specific learning problems
- Implementing IEP Objectives to be Accomplished in L_2

BILINGUAL CLASSROOM TEACHER

- Sequenced L_1 Instruction
  - Oral language, reading, spelling and writing in primary language
- Math Instruction in L_1
- Other IEP Objectives Specified for L_1

INTEGRATED BILINGUAL SPECIAL EDUCATION MODEL

BILINGUAL SPECIAL EDUCATION TEACHER



- Comprehensive Language Development Program
  - L_1
    - Oral Language
    - Reading
    - Spelling/Writing
  - L_2
    - Oral Language
    - Reading
    - Spelling/Writing
- Math Instruction (L_1 L_2)
- Other IEP Objectives (L_1 L_2)

Nancy Dew, Illinois Resource Center, 1982.
Graphics by Ruth Ellen Finn.

Bilingual Special Ed Programs

Acoma Early Intervention Project

- *Ages/Grade Levels:* Birth to five years
- *Handicapping Conditions:* Down's syndrome, cerebral palsy, Lowe's syndrome, hydrocephaly, and fetal alcohol syndrome
- *Languages:* English and Keres (Acoma)
- *Contact:*
  Associate Director of Education
  P.O. Box 307
  Pueblo, New Mexico 87034

Bilingual (Portuguese) Special Education Program

- *Ages/Grade Levels:* Grades K-12
- *Handicapping Conditions:* Not specified
- *Languages:* English and Portuguese
- *Contact:*
  School Psychologist—Chairperson
  Bureau of Pupil Services
  Lowell Street School
  25 Lowell Street
  Cambridge, Massachusetts 02138

Bilingual Programs for Physically Handicapped Children

- *Ages/Grade Levels:* Grades 1-6 and junior high
- *Handicapping Conditions:* Language handicapped, physically handicapped
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Sanua, 1975)

Responsive Environment Program for Spanish American Children (REPSAC)

- *Ages/Grade Levels:* Three-, four-, and five-year-olds
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Clovis Municipal Schools
  800 Pile Street
  Clovis, New Mexico 88101
  (Askins, 1977)

Comprehensive Hearing Impaired Reception Program (CHIRP)

- *Ages/Grade Levels:* Grade 7-12
- *Handicapping Conditions:* Hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Oxman, 1975)

Improving Bilingual Instruction and Services in Special Schools

- *Ages/Grade Levels:* Grades 3-12
- *Handicapping Conditions:* Emotionally disturbed, mentally retarded, language and hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Lesser, 1975)

Project LATON

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Special Projects Director
  College of Home Economics
  Texas Tech University
  Lubbock, Texas 79409

Project Prep

- *Ages/Grade Levels:* Grades 9-12
- *Handicapping Conditions:* Academically retarded, emotionally disturbed
- *Languages:* English, Spanish, Cape Verdean, Haitian
- *Contact:*
  Director
  Career Education
  26 Court Street
  Boston, Massachusetts 02108

Psycholinguistic Learning Disabilities in Mexican American Students

- *Ages/Grade Levels:* Grades K-6
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Principal
  Valley View School
  Coachella, California 92236
  (Jorstad, 1971)

Bilingual Food Service Program

- *Ages/Grade Levels:* Grades 10-12
- *Handicapping Conditions:* Learning disabilities
- *Languages:* English and Spanish
- *Contact:*
  Bilingual Counselor
  Occupational Resource Center
  240 Heath Street
  Jamaica Plain, Massachusetts 02130

Coordinated Services for Handicapped LESA Students

- *Ages/Grade Levels:* Grades K-5
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Bilingual Department Director
  Houston Independent School District
  3830 Richmond Avenue
  Houston, Texas 77027

Migrant Enrichment Center

- *Ages/Grade Levels:* Grades 1-5
- *Handicapping Conditions:* Unsatisfactory academic progress based on test performance or teacher referral
- *Languages:* English and Spanish
- *Contact:*
  Program Director
  Migrant Enrichment Center
  Albuquerque Public Schools
  P.O. Box 25704
  Albuquerque, New Mexico 87125

Early On

- *Ages/Grade Levels:* Birth to nine years of age
- *Handicapping Conditions:* Severely and multiply handicapped
- *Languages:* English and Spanish
- *Contact:*
  Project Director
  Special Education Department
  San Diego State University
  San Diego, California 92110
  (McClard et al., 1978)

Minority Trainees on Speech Satellite Teams

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* Speech and hearing disorders
- *Languages:* English and Spanish
- *Contact:*
  California State University
  Fresno, California 93710

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children

- *Ages/Grade Levels:* Four- and five-year-olds
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Southwest Educational
  Development Laboratory
  211 E. 7th Street
  Austin, Texas 78701
  (Evans, 1974)

Project Family Link

- *Ages/Grade Levels:* Preschool, from birth to four years of age
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Project Coordinator
  Special Projects Division
  Texas Tech University
  P.O. Box 4170
  Lubbock, Texas 79409

Itinerant Bilingual Services Program for Title I Eligible CLMD Children

- *Ages/Grade Levels:* Grades 1-12
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Muller, 1975)

Bilingual Special Education Career Orientation Program

- *Ages/Grade Levels:* High school
- *Handicapping Conditions:* All
- *Languages:* English, Spanish, Portuguese, Haitian
- *Contact:*
  Program Development Specialist
  26 Court Street
  Boston, Massachusetts 02108

Resources

National Agencies

The following agencies are active in disseminating information regarding current legal requirements and programmatic solutions for bilingual exceptional students.

1. The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Contact: Special Assistant to the Executive Director for Minority Concerns and Development

Special Services: fact sheets, policy options papers, other special publications, and training institutes

2. National Association for Bilingual Education
Room 405
1201 Sixteenth Street, N.W.
Washington, DC 20036
(202) 822-7870

Contact: Special Education Special Interest Group (SIG) Chairperson

3. National Clearinghouse for Bilingual Education
1300 Wilson Boulevard
Suite B2-11
Rosslyn, VA 22209
(800) 336-4560

Contact: Resource Specialist for Bilingual Special Education

Special Services: Specialized resource bibliography, computerized information searches

4. ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

Special Services: Information services, searches, special publications regarding exceptional bilingual students

5. National Association of State Directors of Special Education (NASDSE)
1201 Sixteenth Street, N.W.
Washington, DC 20036
(202) 833-4218

Special Services: Specialnet communication/information network

6. U.S. Department of Education
Division of Equity Training and Technical Assistance
400 Maryland Avenue, S.W.
Washington, DC 20202-6264
(202) 245-8484

7. Clearinghouse on the Handicapped
Office of Special Education and Rehabilitation Services
U.S. Dept. of Education
330 C Street, S.W., Room 3106
Washington, DC 20202
(202) 245-0080

Special Services: Information services

8. Closer Look — National Information Center for the Handicapped
Box 1492
Washington, DC 20013
(202) 833-4160

Special Services: Information services

State Agencies

At the state level, districts should locate and contact:

1) Director, Department of Special Education Services
State Department of Education

2) Director, Bilingual Education Services
State Department of Education

3) Bilingual Special Education Training Programs
College of Education, Special Education Department at local colleges and universities

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Carter, John. *Diagnostic Special Education Personnel Preparation Program.* Houston, Texas: The University of Houston at Clear Lake, 1978.

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Dr. Doris Helge
Thursday, March 21, 1985
1:00 - 2:30 PM

ABSTRACT

Traditional models designed to provide a continuum of services to handicapped students are inadequate for rural schools attempting to serve students with low-incidence disabilities. Because of the tremendous diversity in rural schools and communities, there is no "one" rural service delivery model. This session delineated factors that must be considered and variables that must be controlled by the rural service delivery model planner. Samples of successful statewide and local district models were described. Each model was designed by manipulation of variables such as staffing, transportation, and governance systems after consideration of district and community characteristics.

For a copy of this paper, write to the American Council on Rural Special Education (ACRES), Western Washington University, Bellingham, Washington 98225; phone (206) 676-3576; SpecialNet ACRES.

Thursday, March 21, 2:45-4:15 pm
Doris Bornhoest

"INTERNATIONAL CONFERENCE ON RURAL REHABILITATION TECHNOLOGIES"

Presentation to highlight aspects of the International Conference on Rural Rehabilitation Technologies (ICRRT) held in October 1984 at the University of North Dakota. This first-of-a-kind event drew papers and participants from throughout the United States and four countries. Presentations were clustered around the themes of: Consumer characteristics, aspects of living, service delivery models, and technologies for rehabilitation. Technology relating to farmers with handicapping conditions was a special focus for a portion of the three-day conference. Examples of how technology can be used in rural rehabilitation, which will include applications to special education, will be presented. The issues of what is available and how tools and equipment can be adapted will be addressed by identifying existing informal networks of people and organizations currently involved in these areas. The development of the Rural Rehabilitation Technology Database (RRTD) in catalog form and the planned ICRRT II will also be described. The RRTD Project to be completed in 1985 solicits professionals and lay people to submit information about devices, ideas, products, and other innovations and inventions which would aid individuals with handicapping conditions who reside in rural areas.

Thursday, March 21, 2:45-4:15 pm

ART AND THE EMOTIONALLY DISTURBED CHILD

By Susan Simmons

Art Therapy
Catholic Community Services
Bellingham, Washington

This presentation will be broken into two parts. The first part will explore the role of art in remediation of congnitive and emotional skills. Creating art can provide experiences that encourage a process conducive to healthy psyco-social and psycho-educational adjustments. "For many children whose learning disabilities or handicapping conditions cause difficulty in assimilating intellectual and emotional conepts via less than graphic means, art (therapy) may play a vital role in the child's development and therefore in the child's basic education." (B. Shostak, 1982) Through art, a child may increase expression of thought, spontaneity, attending to task, control and communication. Concepts of space, selecting and combining, the ability to associate, and represents concepts, conserve and sequentially order may all be enhanced through art.

The second part will be an on hands experience, How does it feel - a glimpse into the chaotic world of a disturbed child.

Table 1. Summary Charts

Study	Handicap	Topic	Sample selection/ description	Sample size	Tests	Treatment	Research design	Results
Gair, 1975	Learning disabled	Can art remediate visual problems of the learning disabled?	20 subjects, 7 to 12 years old with a mean IQ of 102 (no control group or randomization indicated)	20 subjects	Five visual subtests of the Illinois Test of Psycholinguistic Abilities (ITPA) (Kirk, 1968) and two drawings—a design and a self-portrait—as pre- and posttest measures	Subjects had a slide/tape design curriculum covering 28 art tasks, lasting 1 hour a day, 5 days a week for 7 weeks	Quasi-experimental (pretest, treatment, posttest; no control group or randomization indicated)	Drawings rated on a scale developed by the researcher showed a statistically significant increase after the treatment. There also was a statistically significant increase in ITPA scores on visual reception, visual closure, visual association, visual memory, manual expression, and receptive-expressive tasks. Gair concludes that art as presented in this program can remediate learning disabled subjects
Miller, Sabatino, & Miller, 1977	Learning disabled (visual perceptual dysfunction)	How does traditional remediation for learning disabilities affect the art work of students?	34 females, 78 males, 6 to 10 years old of whom 56 had no visual dysfunction. Fifty-six did have visual perceptual problems, were underachievers, and had word recognition problems. The subjects were randomly assigned to four groups	112 subjects	Pre- and posttest crayon drawings of children based on a story theme. Drawings evaluated by 5 graduate art education students on 7 variables	Each of three experimental groups received a different one of the following three traditional remediation programs: Merrill Linguistic Reader; Frostig Program for the Development of Visual Perception; and Early Childhood: Form Constancy Program. One control group did standard remedial work without any special visual perceptual remediation. Treatment was over a 12-week period with 30 minutes of daily treatment	Experimental (pretest, three treatments and one control group, posttest)	Subjects who received specific visual perceptual remediation program did not experience any disruption in their drawings
Silver & Lavin, 1977	Learning disabled	Can an art program remediate subjects who have visual spatial handicaps?	Four females and seven males, ages 7 to 11 years, all having visual spatial handicaps (no control group or randomization indicated)	11 subjects	Drawing to a story as both pre- and post-test. All 22 drawings rated on seven factors (Bruner & Kenney, 1966; Piaget, no date)	Three tasks were given: forming groups, establishing spatial relationships, and ordering (all remediated with art materials in 10 one-hour Saturday art sessions by 11 graduate students in a one-to-one situation). No detailed description of art activities provided	Quasi-experimental (pretest, treatment, posttest); no control group indicated	Judges rated pre- and posttreatment drawings; their comparisons indicated a statistically significant improvement in the three task treatment areas

Table 1. (continued)

Walker, 1980	Learning disabled	Can painting and/or gross motor activities program decrease the hyperkinetic activity of learning disabled children?	Four elementary school age learning disabled children randomly selected from a group of 12 children who had been matched for attention to task behavior	Four subjects	Observation by judges to establish baseline behavior for attention to task (Frostig, no date)	Two treatments: one consisting of 30 minutes of painting a day, the other of 30 minutes of running, skipping rope, and tossing balls for 5 days	ABAB reversal design (time series strategy)	For three of the four subjects, art activities were most effective in increasing attention to task behavior. For one subject, it was the gross motor activity that significantly increased attention to task behavior. For three of the four, the attention to task behavior increased by at least 20%
Wood, 1977	Learning disabled	Can directed art activities increase visual perception in learning disabled subjects?	Eight subjects having a mean chronological age of [illegible] years, 7 of whom scored 90 or below on the Frostig Developmental Test of Visual Perception. No report of sex or socio-economic status; no reported random selection	Eight subjects	Frostig Development Test of Visual Perception; Wide Range Achievement Test (Jastak, 1976), and Peabody Picture Vocabulary Test (Dunn, 1965)	Draw-A-Person Test (Urban, 1963). Eight weeks of directed art activities (no details specified as to type)	Quasi-experimental (pretest, treatment, posttest; no control group or randomization indicated)	All subjects increased 11.62 on the Frostig Developmental Test of Visual Perception, which was statistically significant. Visual motor functioning improved for all subjects when pre- and posttest "learning quotients" for subjects were compared
Bachara, Zaba, & Raskins, 1976	Learning disabled	Do figure drawings of learning disabled children differ on emotional indicators from the drawings of non-impaired children?	Two groups: an experimental group of 35 children matched in age (5 to 13 years) and sex (40 males and 30 females) with a control group of 35 children	70 subjects	Human Figure Drawings scored according to Koppitz for 30 emotional indicators	Subjects asked to draw a human figure.	Ex post facto	The drawings of the experimental group showed omissions of hands and feet, excessive attention to eyes. The experimental group demonstrated a statistically significant occurrence of two of the Koppitz emotional indicators: feelings of inadequacy and sense of insecurity and helplessness
Netley, 1973	Learning disabled	How do subjects with drawing disorders differ from non-impaired subjects on other tests?	15 males, each of whom was referred to the hospital because of academic achievement problems. This group was matched for age and IQ (Wechsler Intelligence Scale of Children) with a control group of 15 males. The experimental group scored one standard deviation above the norm on the Bender Gestalt Test	30 males	Guessing Games Test, Motor Skills Test, and Prismatic Distortion Tests (Netley, 1973)	All tests were individually administered	Ex post facto	The experimental group made statistically significantly more guesses on the Guessing Game Test, and had more difficulty in analyzing sequentially a visual array and solving problems with visual-motor integration than did the control group

Table 1. (continued)

Raskin & Bloom, 1978	Learning disabled	What indicators of emotional problems occur in Kinetic Family Drawings?	50 children from a clinic (33 males and 17 females), divided into two groups by a chronological age median split (mean score on Wechsler Intelligence Scale of Children was 94.2 and mean age was 10 years 4 months)	50 subjects	Kinetic Family Drawing (Burns & Kaufman, 1970), judged with Koppitz (1968) criteria for emotional indicators	Subjects were asked to "draw you and your family doing something"	Ex post facto	No statistical difference between age groups. The emotional indicators did not show up with a statistically significant frequency
Arem & Zimmerman, 1976	Educable mentally retarded	How does modelling affect the creative drawing of the educable mentally retarded?	34 male and 34 female non-retarded 5th and 6th graders with a chronological mean age of 11.3 years and an IQ range of 89 to 111 (Lorge Thorndike Intelligence Test); 30 male and 24 female educable mentally retarded subjects with IQ scores ranging from 48 to 79 (Wechsler Intelligence Scale of Children or Stanford-Binet Intelligence Test); randomly assigned to the treatment and control groups	122 subjects	Used a modification of the Torrance Test of Creative Thinking, Figural Form B (Torrance, 1966)	Four treatments: 1) modeling only, 2) verbal description only, 3) a combination of 1) and 2), and 4) an unrelated art task	Experimental (randomly assigned groups with the inclusion of a control group (pretest, three experimental treatments, and posttest)	There was a statistically significant effect in favor of the modeling treatment on task performance for the educable mental retarded groups. The modeling treatment did not help the nonretarded group learn the task. There was only a 5% occurrence of copying from the model by the educable mentally retarded group. The higher the IQ, the less helpful was the modeling treatment in learning the task
Bryant & Schwan, 1971	Mentally retarded	What are appropriate instructional methods for use with the mentally retarded?	Self-contained class of 13 subjects ranging in chronological age from 8 years 6 months to 12 years 9 months and having IQ scores from 59 to 108; type of IQ test not specified; no control group or randomization indicated	13 subjects	Bryant Schwan Design Test (BSDT) (test of art information and terms based on the five design elements developed by the authors for this study); Peabody Picture Vocabulary Test (Dunn, 1965).	Fifteen half-hour weekly art classes that focused on a structured approach using drill and repetition of topics directly related to the BSDT	Quasi-experimental (pretest, treatment, posttest; no control group)	Subjects made significant gains on four of the five subtests of the BSDT. There was no statistically significant relationship between subjects' scores on the BSDT and the PPVT
Calhoun & Whitley, 1978	Educable mentally retarded	Is low self-esteem indicated in drawings of the self produced by educable mentally retarded subjects?	Eight primary and eight secondary school age educable mentally retarded subjects	16 subjects	Goodenough-Harris Drawing Test (Harris, 1966b); Coopersmith Self-Esteem Inventory (Coopersmith, 1967).	Subjects were asked to draw themselves. The Self-Esteem Inventory was administered individually to the subjects	Ex post facto	There was a statistically significant correlation between scores on the Self-Esteem Inventory and the Drawing Test scores for secondary school age educable mentally retarded students, indicating low self-esteem in these drawings

Table 1. (continued)

Carter, Richmond, & Bundschuk, 1973	Mentally retarded	Can art or movement or both be effective means of fostering creative thinking?	16 males and 10 females, ages 7 to 16 years, IQ range from 40 to 85. Subjects randomly placed in three groups (two experimental and one control)	26 subjects	Torrance Test of Creative Thinking (TTCT, Figural Form A, Torrance, 1966)	Three types of training: 1) visual/motor training (drawing, finger painting, clay, and bead work); 2) kinesthetic/motor training (dancing, tumbling, and jumping rope); and 3) control group (free play)	Experimental (Pretest, two training groups, two training groups, and one control group, posttest)	Scores on the TTCT indicated a statistically significant increase in flexibility scores for the visual/motor training (art) group. No statistically significant score increase on this test was reported for the control or the kinesthetic/motor group
Ireton, Quast, & Gantcher, 1971	Mentally retarded, behaviorally disordered, and learning disabled	Can the Draw-A-Man Test (DAM) be used as means of screening children for these handicaps?	All children in a pediatric clinic ages 4 to 6 years; 38 of these children were identified as scoring below 85 on the DAM.	38 subjects	DAM (Goodenough, 1926; Harris, 1963). Nurses were used as judges after only one training session.	DAM scores were compared with other clinical evaluations of the handicapping conditions being investigated	Ex post facto	36 of the 38 children identified as scoring below 85 on the DAM had statistically significantly higher occurrence of mental retardation, behavioral disorders, and learning disabilities
Musick, 1977	Mentally retarded and multiply handicapped	What are the effects of a creative arts program in increasing subjects' visual perceptual skills beyond their expected curriculum levels?	Five female and three male mentally retarded and multiply handicapped preschoolers, termed *convenience sample*; no control or randomization indicated	Eight subjects	Eight behaviors necessary for public school admission were charted and compared to typical behaviors of subjects who were the same chronological age as the eight subjects. Drawings were collected during weekly art sessions over one semester and evaluated on criteria developed by Lowenfeld and Brittain (no date) and a baseline established. Posttreatment drawings/paintings rated on 1 to 5 point scale by three judges and videotapes of baseline and treatment behaviors judged	Two 20-minute art sessions each week for the whole semester were conducted by adults on a one-to-one basis	Quasi-experimental (pretest, baseline, treatment, posttest); no control group or randomization indicated	The level of subjects' "creativity" increased from a zero advance to an advance of 33 months. Results suggest art can supplement remediation programs and can help subjects attain visual perceptual skills

Table 1. (continued)

eene & Hasselbring, 1981	Hearing impaired	Can a correlated art and language curriculum increase the language development of hearing impaired subjects?	21 subjects of normal intelligence, ages 5 years 6 months to 7 years 9 months from two classrooms of two state schools for the deaf. All randomly assigned to four groups	21 subjects	Form A and B of Boehm Test of Basic Concepts (BTBC, no date)	After Form A of BTBC was administered two treatments were given: 1) 5 weeks of traditional curriculum without art (control), or 2) 5 weeks of correlated art and language curriculum. Both treatments focused on language concepts that the pretest identified as unmastered ones. At the end of 5 weeks, treatments were reversed (and only after Form B of BTEC administered). At the end of 10 weeks, Form A of BTBC was re-administered to all subjects.	ABAB reversal design (time series strategy) (where each group receives both control and experimental treatment)	Every subject made statistically significant improvement in language concept development when the art curriculum was the treatment method
Davis & Hoopes, 1975	Hearing impaired	What differences exist between the House-Tree-Person drawings of hearing impaired and hearing children? Can emotional disturbance be predicted from these same drawings?	40 subjects, 7 to 9 years old (20 of whom were hearing impaired, 20 hearing), with equal number of females and males 44 subjects, 10 years old, half hearing impaired and half hearing; 22 males and 18 females	84 subjects	Behavior Rating of Pupils Scale (Lambert & Bower, 1961); Draw-A-House, Tree, Person Test (Rappaport, 1960; Koppitz, 1968)	Subjects asked to make three separate drawings (a whole person, house, and tree)	Ex post facto	Judges were unable to distinguish emotional disturbance from the drawings (that is, judges were unable to match drawing of a specific subject with teachers' ratings of the same subject on the Behavior Rating of Pupils Scale)
Silver, 1975	Deaf	Can art activities be used to develop cognitive skills (spatial concepts, classification, and sequential ordering)?	18 subjects in a control and 18 subjects in an experimental group randomly selected from three classes in a special deaf school (no IQ scores or ages reported)	36 subjects	14 cognitive skills (from Piaget)	11 art periods	Quasi-experimental design (pretest, treatment, posttest); no control group or randomization indicated	18 subjects in the experimental group scored statistically higher on the 4 cognitive skills test than the other subjects
Arkkell, 1976	Emotionally maladjusted	Can emotional maladjustment be predicted from figure drawings?	20 subjects (10 were judged as emotionally maladjusted and 10 judged as "adjusted" by clinicians). Ages ranged from 7 to 9 years old	20 subjects	Five groups of judges (10 teachers, 10 students, 10 administrators, 10 secretaries, and 10 clinicians) evaluate human figure drawings of the subjects	Subjects asked to draw a complete picture of a person	Ex post facto	There was no statistically significant difference between groups of judges. All judges predicted emotional maladjustment 79% to 83% of the time
Johnson & Greenberg, 1978	Orthopedically handicapped (polio)	How do figure drawings of polio subjects differ from drawings of non-impaired subjects?	32 subjects who had had polio were matched on age, sex, education, marital status, and locality with subjects who had not had polio; randomization not indicated	64 subjects	Four judges evaluated figure drawings of all subjects on 17 factors including movement, size, completeness, and "quality"	Subjects were asked to draw a person in a bathing suit	Ex post facto	Judges found no statistically significant difference between the drawings of the experimental and control groups

Thursday, March 21, 2:45-4:15 pm
Janice Duncan
Doublas Householder

A Rural Service Delivery Model for Low Incident Programs Through Interagency Collaboration or Many Ways to Skin A Cat

In a rural cooperative educational setting which serves 14 member school districts and 1 junior college, covers 8000 square miles, comprises 5 counties and contains 7,650 students and 800 teachers and adminstrators meeting typical needs can prove difficult. Adding the unique factors associated with providing services for children and youth with low incident handicaps compounds the problems of service delivery. In order to meet the needs of all students, the Northeast Colorado Board of Cooperative Educational Services (NEC-BOCES) has utilized traditional and innovative methods of providing needed services.

This presentation will describe the numerous programs developed for low incident handicapped children and youth in this rural setting. The low incident programs, services and special projects directed by the NEC-BOCES include:

- Communication-Multiply Handicapped Classrooms
- Day Training Programs
- Significantly Impaired Emotional and Behavior Disordered Classroom
- Audiologist Services
- Occupational Therapist Support
- Pilot Educational-Employment Project
- Early Childhood Project
- Micro-computer Project

Rather than focusing on a description of the individual programs, services and projects per se, the intent of this presentation is to explain the process of obtaining funds, organizing interagency collaboration and designing the structure of providing services within the rural setting. Information relative to cost comparison of out-of-district, out-of-home and in-district provision of these programs will be discussed. Additionally, some of the unique problems faced by rural areas in providing low incident handicap programs and possible solutions to these problems will be explored.

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HAXTUN, COLORADO 80731
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The Northeast Colorado Board of Cooperative Educational Services was formed in 1966 by 7 original districts and has since more than doubled in size to include 14 member districts and 1 Junior College. These districts are located in the extreme northeastern corner of the state bordering on Wyoming to the north and Nebraska to the east. This area covers a total geographical area of approximately 8,000 square miles and comprises all but one of the school districts in 5 counties. This is a High Plains region with farming and ranching as the main sources of income.

Distances are far between the schools and BOCES Board Members may travel nearly 100 miles to attend meetings. Northeast Colorado BOCES serves 8,003 students and approximately 825 teachers and administrators in 45 schools. The school districts range in size from 63 students in Lone Star to 3,125 students in Sterling (by 1981 ADAE.)

Northeast Colorado BOCES operates programs in K-12 Special Education, Work Experience and Study Rehabilitation, National In-Service Network, Chapter I, Gifted and Talented and Career Education. Its many services include cooperative purchasing, film library, inservice for administrators, teachers, and special staff; instructional materials development, and planning assistance. A special program is the mobil Resource Instructional Center which makes supplementary teaching materials available to all teachers along with the services of a Media Specialist.

Willard Holthus is the Executive Director of Northeast Colorado BOCES and Douglas Householder, the Director of Special Education. This administrative team makes recommendations that concerns program development and other related matter to the Board of Education.

The 14 participating school districts and Junior College determine all services provided by the BOCES. The BOCES Board functions as the governing body for the BOCES. It is made up of School Board Members from each of the 14 districts and Northeastern Junior College.

School superintendents from each participating district serve as an advisory council. They advise the BOCES Board and the Executive Director and serve to initiate program ideas.

Parents of children with special needs express interest in their children's special education program through the Special Education Advisory Council. These parents meet with school representatives and BOCES staff members at least four times a year.

Northeast Colorado BOCES employs 25 professional and four clerical staff members and is operating on a total budget of $1,313,403. The office for the professional and clerical staff is located in Haxtun.

Included in the professional staff members are three psychologists, one social worker, six speech/language therapists, a Work/Experience/Study Coordinator, two school nurses, two educational consultants, a Director of Special Projects, audiologist, and a media specialist.

HISTORICAL BACKGROUND

Colorado presents several challenges to educators across the state due to its large size, uneven population distribution, and varied geography. Educational services must be delivered over the mountains and across the plains to almost 550,000 children in both large urban and isolated rural areas. Colorado has a proud tradition of local autonomy for its school districts, yet over the years local school districts have found costs for providing a quality education drastically increasing and funds for federal and state mandated programs often inadequate.

In response to appeals from local school boards and leading educators across the state, Colorado enacted the Board of Cooperative Services Act of 1965, "for the general improvement and expansion of educational services of the public schools in the State of Colorado". (22-5-101, CRS 1973, as amended). This Act enables two or more school districts to cooperate in furnishing services through the creation of boards of cooperative services. Procedures for creating a board of cooperative services, as well as their powers and duties, are set forth in the law. The law guarantees that boards of cooperative services are service agencies to their member districts which operate entirely under their control. The establishment of the boards of cooperative services can be viewed as a unique solution for Colorado's educational system which allows for improving the delivery of educational services while at the same time maintaining local school district autonomy.

Since 1965, 171 of the 181 school districts in Colorado have joined together to form a statewide network of 17 Boards of Cooperative Services or BOCES (pronounced "bo-sees"). The Colorado BOCES encompass a total geographical area of almost 93,000 square miles and serve over 315,000 students and approximately 20,000 certified teachers and administrators in the state.

The Colorado BOCES have a governing board consisting of at least one board member from each member school district who is appointed or elected by the local school board. The superintendents or the member districts, or their representatives, form an advisory committe or council that works closely with the BOCES administration. Many BOCES also provide services to non-member school districts on a contract basis. In addition, BOCES coordinate their efforts with higher education by incorporating colleges and universities as associate members.

As of July 1, 1973, each eligible BOCES receives a yearly state grant of $10,000. This is usually used to help cover administrative costs. All other sources of funding come from local, state and federal revenues. Each member district pays a basic membership fee as determined by the District Base Contribution formula established by the BOCES Board. Other local revenues are usually also assessed to pay for the administrative and program costs that are not covered by the formula. Most of the state and federal monies are categorical funds designated by law for specific purposes.

By working together in a cooperative spirit through the BOCES, school districts have been able to provide high quality expanded programs and services that would have been too expensive to do alone. All BOCES programs are initiated and operated at the request of the BOCES Boards. Thus BOCES programs are flexible and may change from year to year depending on the needs of their member districts.

Thursday, March 21, 2:45-4:15 pm

Project RHISE/Outreach Susan Rose
Children's Development Center
650 North Main Street
Rockford, Illinois 61103

Consultancy: The Missing Link in Birth to Three Programming

Providing competent, experienced staff and quality programs for developmentally delayed and handicapped infants and toddlers is challenging in a urban setting, and even more so in widely scattered, sparsely populated areas. The challenge of providing service lies in the limitations posed by three common factors:

1. manpower shortages in the specialized fields of pediatric physical therapy, occupational therapy, and speech and language pathology
2. funding limitations to hire specialized personnel
3. logistical problems of providing services to children and their families in rural areas

The model of service designed by Project RHISE to overcome these limitations will be presented as a realistic option for other areas of the country who are striving to provide appropriate early intervention programs. The model of service is called the Consultancy Model. It is a design for birth to three programming that rests firmly on an interdisciplinary foundation. A qualified teacher has primary responsibility for implementing the children's programs, but does so only with the continual interaction of the program's multidisciplinary team of clinicians. The process through which the teacher and clinicians work together to provide service becomes the Consultancy Model.

The rationale for and theoretical aspects of the model will be presented. The major focus of the session, however, will be on consultation. Consultation occurs as a regular program event. It is a sophisticated process of interaction in which the teacher and clinician(s) participate to exchange information, knowledge, and skills relative to individual children's treatment programs, which they have mutudesigned. Routine, case-specific consultations create a continuing flow of specific information to the teacher which enables him/her to carry out specific interventions with a child and his family.

In relation to consultation prerequisite, staff competencies and the consultant-consultee relationship will be discussed. The actual process of consultation will be demonstrated, including preparatory steps and the three phases every well structured consultation should progress through; problem clarification, strategy generation, and follow-up.

Since the service limitations for manpower shortages, financial restrictions, and logistical problems are common across the country, it is hoped that the audience can interact freely throughout the session to further assess the viability of Consultancy for their areas.

Thursday, March 21, 2:45-4:15pm
Linda Esterling

PROPOSAL ABSTRACT

"On-site Training for Teachers of 0-5 Handicapped by an Interdisciplinary Team"

Presentation consists of a description of a competency based training program being utilized in Nebraska called SETS, State Education Training Series. The series was designed to respond to the present need for on-site training and retraining of personnel who provide services to infant and preschool handicapped children. Through an agreement with the University of Nebraska, this training may be taken for graduate or undergraduate credit or for professional growth only.

The SETS delivery model serves as a training vehicle to professionals involved in the early childhood handicapped programs, including teachers, speech therapists, occupational therapists, physical therapists, psychologists, administrators, counselors and parents.

The Early Childhood series is divided into three modules, with each module containing five components. The instructors for the workshops are qualified professionals from the State Department of Education, the Meyer Children's Rehabilitation Institute, the University of Nebraska at Omaha, and the University of Nebraska Medical Center. Much "teaming" has occurred among the instructors providing the workshops with an emphasis on the interdisciplinary approach to serving young children and their families.

Information on the training program is sent out each year to public schools, agencies, Head Starts, and service units. The workshops are then arranged upon request with attention given to individualized needs of each community. The times are usually on weekends or if possible evenings.

Participants may attend any of the SETS Workshops for professional growth at no cost. If the Workshop is offered for credit, university time and instructional requirements must be met. (This involves nine contact hours per workshop and a written project for each). In this case regular University tuition is charged to each participant.

The following is a listing of the SETS Early Childhood Special Education Training Components:

MODULE 1: Developing and Providing Services for Handicapped Infants

1. Development of the Infant
2. Application of Cognitive Assessment to IEP's for Infants
3. Toys as Developmental Vehicles
4. Delivering Services in the Home
5. Working with Parents as Part of the Team

MODULE 2: Identifying the Needs of Preschool Handicapped Children

1. Development of Preschool Children
2. Overview of Screen and Assessment of Preschool Handicapped Children
3. Relating to the Families of Handicapped Children

4. Mainstreaming the Young Handicapped Child

5. Medical Issues and the Young Handicapped Child

MODULE 3: Meeting the Needs of Preschool Handicapped Children

1. Developing an Educational Program for Preschool Children
2. Planning the Physical for the Preschool Child
3. Play and the Development of the Young Child
4. Physically Managing the Young Handicapped Child
5. TEchniques of Child Management

Thursday, March 21, 2:45-4:15 pm
Rena Subotnik

AN ANALYSIS OF SUCCESS: EXPERIENCES OF 1983 WESTINGHOUSE SCIENCE TALENT SEARCH WINNERS FROM RURAL USA

OBJECTIVE

The study was conducted in order to determine the influence of community size on the ability of gifted adolescents to compete in a prestigious national contest in science.

BACKGROUND

A disproportionate number of winners of the Westinghouse Science Talent Search have, for the past 13 years, been products of large urban school districts in the Northeast. A study conducted by the presenter of 1983 Westinghouse winners revealed a distribution of winners from 38 states. Although 1/3 of the population of winners were from the New York City area, the remaining 2/3 were from smaller urban, suburban and rural communities. A subsection of the study isolated the students from rural America to determine factors which allowed them to overcome the constraints of minimal contact with research facilities and limited high school course choices.

METHOD AND DATA SOURCE

A questionnaire was designed to generate data that would answer the research questions posed in the study. Subjects, all 1983 Westinghouse Science Talent Search winnners from rural America were grouped by science project type (physical or life) and gender. The questionnaire elicited information on programming, assistance from teachers and parents, career goals, relationships with mentors, recommendations for younger students who plan careers in science, and attitudes about the role of the scientist in society.

IMPLICATIONS FOR EDUCATION OF RURAL GIFTED ADOLESCENTS

The study described in this proposal offers information that led to the success of able rural students in science. Science teachers can be informed of the importance of developing programs that promote finding and solving original problems, as well as the establishment of local mentor relationships with members of the scientific/medical community. In addition, teachers, parents and administrators can become aware of the prestige and financial rewards available through the science fair circuit.

Thursday, March 21, 2:45-4:15 pm
Bonnie Staebler
Bonnie Young
Sandy Houck

A COOPERATIVE PRESERVICE MODEL FOR TRAINING RURAL SPECIAL EDUCATORS

This presentation will describe a Rural Preservice Model for training generic rural specialists and will report three years of research conducted with the participants in this federally funded project.

The purpose of the model was to improve the recruiting and retention of rural special educators. This cooperative approach uses the resources of the federal government, the State Department of Education, the State System of Higher Education, the National Rural Curriculum Project, and local Education Agencies to recruit trainees, provide appropriate training experiences, conduct research, and provide continued professional development.

The training program is a 60 quarter hour Master's program consisting of:

Teaching the Mildly Handicapped 30 hours (LD, MR, PH, SED)
Teaching Other Handicapped 9 hours (SPA, D, SH)
Research, Philosophy, Learning Theory 9 hours
Rural Education 12 hours

The Rural Special Education curriculum included the consultant skills, rural community analysis and resources, problem-solving, cooperative planning, and cross-cultural understanding.

Curriculum competencies were identified by rural special educators, state department specialists, and the National Rural Project (NRP) research. Curriculum modules from the NRP were adapted for use in the training programs.

The college is located in a rural community, and all the field experiences were in cross-cultural rural settings in the surrounding areas. In some cases, the extended field experiences are in the trainee's own school district.

Research and evaluation has been conducted over the three year period of the project. Data will be shared re:

(1) Numbers trained and their location
(2) Cultural groups served by Trainees
(3) Numbers of handicapped identified and served
(4) Competency acquisition by trainees
(5) Attitudes Toward Mainstreaming (Pre/Post)
(6) Leadership Style Questionnaire (Pre/Post)
(7) Communication Style Inventory (Pre/Post)
(8) Job Recidivism in Rural Areas
(9) Follow-Up Survey of Graduates--How Effective Is The Trainee On The Job?

PROJECT ABSTRACT
RURAL GENERAL SPECIAL EDUCATION
TEACHER TRAINING PROJECT

The purposes of the project are (1) to refine and deliver a pre-service program for rural special educators and (2) to develop a statewide professional support system that would recruit and maintain special educators in rural areas of Oregon.

A shortage of special education personnel exists in Oregon in the rural areas. Many teaching positions remain unfilled, and many supervisory positions are filled by administrators who have had no training in special education. Oregon's Teacher Standards and Practices Commission held statewide hearings during 1980-81 to explore the problem. Their response was to allow emergency certification for teachers who had no specialist training, but would plan to complete 9 quarter hours per year. In spite of these efforts, shortages continue to exist. The Oregon Council for Comprehensive Personnel Development has identified the training of personnel for rural areas as the number one priority. The second priority is special education personnel to serve the Native American population that is prevalent in rural Oregon. This project will respond to both priorities.

The preparation program would be at the Master's Degree level and would consist of instruction in:
1) Characteristics and identification of handicapping conditions
2) Assessment and programming
3) Laws and the management of programs and personnel (incl. reports and proposals)
4) The development of rural community resources
5) The characteristics and needs of selected cultural groups (Native American, Asian, Hispanic, Basque, Russian, Mennonite)
6) Consultation and communication skills
7) Methods in adapting curriculum, materials, and instruction
8) Dealing with rural life and community expectations and field-based experiences:
    1) One-week observation of the special education process in a rural setting
    2) Participation with community cultural groups
    3) Practicum in the assessment-programming
    4) Practicum in adapting goals, curriculum and instruction
    5) Full-time responsibility in a rural setting

Participants will receive an M.S. in Education with a Handicapped Learner certifica
The training program will be refined by a state-wide Advisory Council of Rural Educators who will review the various elements of the training program and make recommendations tha fit the different parts of the state.

A statewide system of professional support for rural special educators will be developed by the Advisory Council of Rural Educators. The State Department of Education has been an integral part of the development of this aspect of the proposal. Concerns with which this group will deal during 83-85 are:
1) The recruitment of rural special educators
2) The continuing professional development of rural special educators
3) A state-wide communication system among rural special educators
4) The certification requirements for rural special educators.

The project will result in:
1) More handicapped students identified in rural Oregon
2) A continuum of services provided for handicapped students in rural Oregon
3) More qualified rural special educators (teachers and supervisors)
4) Less recidivism among rural special educators.

SELECTION CONSIDERATIONS FOR RURAL SP. ED.

- Geographic Area
  - Distance
  - Ruralness
  - Counties
- Interpersonal Relationships
  - Staff
  - Students
- Recommendations
  - Teaching Skills
  - Commitment to Rural Areas
  - Outstanding Qualities
- Academic Considerations
  - GPA
  - Number of Credits
  - Certification
  - Masters Degree Desired
  - Four Consecutive Quarters
  - Teaching Experience
- Application Requirements
  - Handicapped Learner Program
  - Rural Special Education Project

Note: Each term all applicants and participants are evaluated by the selection committee.

Emphasis within the priorities is subject to change in accordance with the design of the grant and the number of applications received.

COMPETENCIES MEASURED

Recognizing and describing handicapping conditions

Identifying services for the handicapped

Working with professionals in schools, community and state

Working with parents in the educational setting

Supervising aides and/or volunteers

Providing data-based instruction

Conducting behavioral change programs

Adapting equipment, materials and techniques for the handicapped

Using curricular sequences in basic skills

Managing and recognizing special medical needs

Supporting a position using current research in the field

Supporting a position using psychological theory

Supporting a position using a knowledge of educational philosophy

Supervising and administrating a special education program in a rural area

Working with selected culture groups

Identifying community resources for the handicapped

Adapting goals, curriculum and instructions for the handicapped

Identifying characteristics of rural communities

Problem solving in relation to personal and professional needs in rural settings

RURAL SPECIAL EDUCATION SUPERVISOR'S SURVEY

Date_______________

Graduate ____________________________________ Position________________

Supervisor____________________________________

District______________________________________

County_______________________________________

KEY: 1-below ave. 2-ave. 3-above ave. 4-excellent 5-exceptionally outstanding

1. Identification and Implementation of Appropriate Assessment Instruments

   A. Adaption of formal and informal tests and instruments.

      1 2 3 4 5

   B. Application of 94-142 standards to assessment process.

      1 2 3 4 5

2. Identification and Sequencing of Instructional Objectives

   A. Utilizes data and information from teachers, parents and auxillary support staff.

      1 2 3 4 5

   B. Ability to recognize a wide range of handicapping conditions and develop appropriate objectives.

      1 2 3 4 5

3. Identification and implementation of instructional strategies

   A. Ability to select most appropriate provider of services, i.e. resource room, consultant, etc.

      1 2 3 4 5

   B. Utilization of support personnel, aides, parents and peer tutors.

      1 2 3 4 5

   C. Utilization and application of research findings.

      1 2 3 4 5

   D. Ability to design and adapt existing instructional materials.

      1 2 3 4 5

4. Classroom and Behavior Management

   A. Utilization and involvement of home, teachers, administration and auxillary personnel in establishing behavior management programs.

      1 2 3 4 5

5. Implementation of affective communication

A. Communication with administrators and staff.

1 2 3 4 5

B. Communication with parents.

1 2 3 4 5

C. Communication and utilization of information from community agencies.

1 2 3 4 5

D. Design and implement informational sessions for administration, parents, teachers, medical and community agency personnel.

1 2 3 4 5

E. Aware of communication needs in multicultural community.

1 2 3 4 5

Term: F 19__ W 19__ Sp 19__ SS 1

WESTERN OREGO[illegible] STA[illegible] COLLEGE
Special Education Division
Education of Student Teaching Competencies
Handicapped Learner Norm

Code:

S. = Student____________________Ph:____________ (circle appropriate choices) Hours Credit: 3 6 9
Graduate Undergraduate______

C.S. = College Supervisor______________Ph:________Field Site:______________

ST. = Supervising Master Teacher__________________Ph:____________________

P. = Principal____________________________Ph:____________________

NA = Not Appropriate

Due Dates:

	Dates		
Task Initiation date (by end of 2nd week)	____________	________________________ Master Teacher	____________________ Student Teacher
Mid-term Review	____________	________________________	____________________
Completion date (1 wk before finals)	____________	________________________	____________________

Circle overall teaching competency:	Date Met	N.A.	
Major Competencies			Comments
Performance Tasks:			Further suggestion of tasks
1.0 Given students, the student teacher will:			
1.1 Demonstrate knowledge of content in subject areas.			
1.2 Develop additional competencies as deemed pertinent to growth of individuals concerned.			
2.0 Select, design, and administer appropriate diagnostic instruments.			
2.1 Administer, score, and/or utilize results of diagnostic/prescriptive instruments to pinpoint skill levels in each major area of instruction.			

Major Competencies

Comments

Performance Tasks:	Date Met	N.A.	Further suggestions [illegible]
2.2 When appropriate design an assessment instrument in pinpointing skill levels.			
2.3 Utilize direct observation techniques to evaluate student performance and identify behaviors in measurable units (ex: pinpoint behavior and take baseline).			
3.0 By the utilization of assessment results the student teacher will select, design and implement individualized instructional program(s) (including selection of materials) at the level of competency indicated by the College Supervisor and/or the Master Teacher to be completed by mid-term.			
3.1 Establish student's present level of functioning.			
3.2 Establish student's preferred mode of learning.			
3.3 Establish techniques to be utilized in teaching.			
3.4 Identify long and short goals for desired student performance.			
3.5 Write an I.E.P. with goals and behavioral objectives including conditions, behavior, criteria and time-line.			
3.6 Design an original instructional program to support one or more objectives for a student.			
3.7 Provide Direct Instruction through teacher/pupil interaction.			

Major Components

Comments

Performance tasks	Date Met	N.A.	Further suggestion of tasks
3.8 Provide pre-post data regarding direct instruction			
3.9 Design and adapt appropriate instructional materials to support Activity 3.3			
In a rural setting.			
3.9.1 Select, design and adapt appropriate existing (Published, teacher-made, etc.) instructional materials for students.		—	
In a rural setting.			
3.9.2 Demonstrate evidence of providing appropriate drill/practice.			
In a rural setting			
3.9.3 Pace and sequence activities to best fit pupil needs.			
self-help			
language			
academic reading			
math			
spelling			
writing			
prevocational			
vocation			
recreational			
social			
daily living skills			
3.9.4 Implement Activities 3.1 through 3.5.			
3.9.5 Perform task analysis when applicable.			

Page

Major Competencies

Performance Tasks:

4.0 Based on the pupil's behavioral objectives the student teacher will design, implement and update an accountability system to measure pupil(s) performance at level of competency indicated by the College Supervisor and/or the Master Teacher to be completed throughout the term.	Date Met	N.A.	
4.1 Through the utilization of behavioral objectives select or design a data collection procedure to measure student performance.			
4.2 Utilizing the selected data collection procedures monitor the educational progress continuously (daily).			
4.3 Continuously analyze data to determine if objectives are being met and/or if program changes are indicated.			
4.4 When indicated by student performance make program changes in written form and in implementation.			
5.0 Given a small/large group, and individual instructional/classroom settings the student teacher will employ appropriate management techniques in teaching pupils at the level of competency indicated by the College Supervisor and/or Master Teacher to be completed throughout the term.			
5.1 Be responsible for managing behaviors during instructional/classroom activities. a. Small group b. Large group c. Individual			
5.2 Provide positive reinforcement (ratio 4-1) a. Verbal b. Body language i.e.: eye contact, touch.			
5.3 Provides time for pupil to develop self-direction and responsibility.			

Major Competencies Performance Tasks:	Date Met	N.A.	Comments Further suggestion of tasks
5.4 Develop an atmosphere conducive to learning.			
5.5 Adjusts physical environment for ease in learning (provision for various types of activites i.e. learning centers, time out, carrels, etc.).			
5.6 Pupil behavioral procedures outlined and visible.			
5.7 Demonstrate fair and consistent treatment of individuals.			
5.8 Demonstrate ability to listen to students.			
6.0 Given the opportunity the student teacher will manage scheduling of entire or parts of activities at the level of competency indicated by the College Supervisor and/or the Master Teacher to be completed by the end of the term.			
6.1 Maintain daily log/plan for each child.			
6.2 Be responsible for scheduling programs and activities.			
6.3 If applicable manage and supervise personnel directly responsible for instruction of pupils and other activities (aides, volunteers).			
7.0 Within the student teaching experience the student teacher will be professional in personal and interpersonal responsibilities at the level of competency indicated by the College Supervisor and/or the Master Teacher to be completed throughout the term.			

Major Competencies | Comments

Performance Tasks:	Date Met	N.A.	Further suggestion of tasks
7.1 Be on time.			
7.2 Be responsible for scheduling and meet timelines.			
7.3 Accept responsibilities and follow through.			
7.4 Be familiar and follow through on rules and regulations of program and school policies.			
7.5 Attend to personal hygiene and personal appearance.			
7.6 Be responsive in relating to students positively.			
7.7 Cooperatively work and effectively communicate with the supervising master teacher.			
7.8 Effectively demonstrate communication skills in establishing relationships with paraprofessionals, school staff, and parents.			
7.9 Make appropriate changes when specified by the Supervising Master Teacher, i.e., teaching presentation, behavior management skills, personal appearance, communication skills, etc.			
7.9.1 Utilizes common sense.			
7.9.2 Demonstrates flexibility in dealing with people.			

Major Competencies Performance Tasks:	Date Met	N.A.	Comments Further suggestion of tasks
8.0 In the student teaching setting the student teacher will demonstrate independence at the skill level indicated by the College Supervisor and/or the Master Teacher to be ongoing throughout the term.			
8.1 Show initiative in all aspects of student teaching.			
8.2 Show initiative in locating materials in the room and about the building.			
8.3 Analyze own teaching behaviors and develop alternatives and/or improve on existing skills in demonstrating affective teacher procedures and professional growth.			
9.0 Given the opportunity the student teacher will plan, observe, and/or participate in at least one parent/guardian conference at the level of competency indicated by the Supervising Master Teacher to be completed by the end of the term.			
9.1 Make a written plan for the conference.			
9.2 Contact the parents.			
9.3 Involvement in conference.			
9.4 Summarize conference in written form that may be mailed to parent/guardian.			

Major Competencies			Comments
Performance Tasks:	Date Met	N.A.	**Further suggestion of tasks**
10.0 Given a rural special education setting the student teacher will identify and demonstrate skills necessary for working with selected community multi-cultural groups.			
10.1 Participates in cultural activity.			
10.2 Lists three resources within the community instrumental in meeting the needs of handicapped students.			
10.3 Makes one community resource contact.			

The grade for student teaching is based upon a combination of objective and subjective measurements. The objective measurement deals with having met or not met the competencies. The subjective measurements deal with a perceived level of professional involvement, and over-all quality of performance (minimum-maximum efforts).

Graduate:

A= Superior understanding and functioning
B= Above average understanding and functioning
C= Below graduate expectations in understanding and functioning

Undergraduate or Demonstration of Competency

According to policy, undergraduates and persons demonstrating competency must recieve a grade of "Pass" or "No Pass", based upon the criteria specified above.

CASE Newsletter

Thursday, March 21, 2:45-4:15 pm
Joanne Peterson
Dave Peterson

ADAPTIVE LEARNING ENVIRONMENTS MODEL

The Montevideo Public Schools adopted and implemented the Adaptive Learning Environments Model — Mainstream (ALEM) in July 1982. Prior to this time, components of the ALEM were being used in the school district. The component which was added placed emphasis on providing services to the mildly handicapped students in the mainstream and on coordination of special education services and personnel. ALEM is a comprehensive instructional system developed by the Learning Research and Development Center at the University of Pittsburgh.

At the University of Pittsburgh, early research and development centered on development of individualized curriculum. As a result of field testing, an innovative educational approach (ALEM) evolved. Presently, components of the program are being implemented in over 150 school districts across 28 states.

The initiative for the mainstreaming project came from a three-year grant funded by the Bureau for the Educationally Handicapped. Four sites were located in Pittsburgh in which mildly handicapped students, mainly LD, were taught in the regular education classes. The initial classroom process and outcome data suggested positive trends. Other sites in affiliation with the University of Pittsburgh are the New York City schools where 25 classrooms in five buildings started the project in 1982-83.

The University of Pittsburgh and University of Minnesota have developed a college-school collaborative model for personnel preparation. The specific aim is to develop an alternative training approach with systematic development of the professional knowledge and competencies required for implementing adaptive learning environments.

Montevideo Public School was selected as a Follow Through school district by Office of Education in 1969. Follow Through was a compensatory program designed to capitalize on progress made by high risk children who had been involved in Headstart programs. Follow Through required the district to select an educational model which would demonstrate potential for significant growth by the students. Montevideo selected the Individualized Prescriptive Instruction model developed by the Learning Research and Development Center, University of Pittsburgh.

The individualized curricula were introduced and utilized in grades K-5 for reading and math. Standardized test scores and other evaluation measures proved the program's success. In 1978, the Joint Dissemination and Review Panel judged Montevideo as an exemplary program and created the Resource Center to disseminate the programs to other districts nationwide. Since then, 65 districts have adopted portions of the program sponsored by the Resource Center.

In 1982, the Minnesota State Board of Education granted experimental status to Montevideo to implement ALEM. Special focus on providing services to mildly handicapped students in the mainstream and in the coordination of special education services and personnel was made. Evaluation data collected and analyzed by Minnesota State Department of Education suggests positive outcomes.

Classroom Development

The goal of the ALEM-Mainstream project is that the instruction of all students, including the majority of students identified for special services, is accomplished in the mainstream classroom. This goal is based on the following rationale: 1) the mainstream curriculum can be made adaptable so that the needs of all students can be met in the least restrictive environment, 2) a comprehensive educational program can be developed for special needs students when the mainstream and special educators work as a team.

The major program components of the ALEM are: 1) Classroom Organizational Support System, 2) Adaptive Curriculum Design, 3) Instructional Management System, 4) Systematic Staff Development, and 5) Family Involvement. Each of these components will be described below.

The Classroom Organizational Support System facilitates effective delivery of educational services. Instructional teaming of the regular classroom teachers, with specialized professionals, including special education and Chapter I teachers, results in efficient and flexible utilization of time and expertise. Through shared instructional activities, a team of educators decides on the needs of a particular student and decides how best to meet these needs. The special education and Chapter I teachers go into the classroom during reading and math periods so the student can remain in the classroom and have full "membership" in academic and social pursuits. The student benefits with increased self concept and a comprehensive instructional program.

There must be **Adaptive Curriculum Design** in order for the special students, and indeed, all students, to have success in the mainstream classroom. The curriculum must have a variety of learning options which can adapt to student ability, interest and performance level. The curriculum must be prescriptive so that all students can be placed appropriately for success. By remaining in the regular classroom, the social stigma of special education labels disappears. At the secondary level, adaptive curriculum design can be attained by utilizing the special educator on the writing teams for subject matter curriculum.

The Instructional Management System develops abilities of students and teachers to maximize the use of the classroom environment for instruction and learning. A task management system aids students in the development of self-responsibility and working independently. A computerized program, MIPIM, monitors all reading and math progress. The computerized data facilitate goal planning and ongoing evaluation of student progress.

Systematic Staff Development can be planned by data-based classroom observation. From the information gathered, staff development activities can be designed to meet staff member needs. Regularly scheduled instructional planning and staff development sessions provide continuous contact and support.

The Family Involvement component establishes a complementary relationship between home and school by actively involving family members in their child's learning. With parental participation in planning and reviewing the Individual Education Plans (IEP) and access to parents through many volunteer programs, support for the implementation of the ALEM was gathered and this increased communication between school and home.

These five components comprise the ALEM project. With each component, many changes occurred in our school district. For further information, please contact:

Joanne Peterson, David Peterson
ALEM Mainstream
Montevideo Public School
Hamilton Avenue and Fifth Street
Montevideo, MN 56265
612/269-8833

This is a summary of a presentation at 1984 CASE/CEC convention in Washington, DC.

Friday, March 22, 8:30 - 9:00am
Michaela Boynton

SCHOOL INFORMATION OFFICE
Bellingham Public Schools

March 12, 1985

TO: PHEBE SCHWARTZ
NRILN, SCHOOL OF EDUCATION
218 Miller Hall, Washington University
Bellingham WA 98225

FROM: MICHAELA BOYNTON
School Information Coordinator

For the program packet:

Summary of material to be presented on Friday, March 22.

8:30 - 9:00 a.m.

Practical P.R. Techniques for Small School Districts
Michaela Boynton

Materials will focus on the unique qualities of small school districts and what is special about them; how these special qualities may be used for more effective public relations.

Exploration of the communication systems which are now operating in small districts and how they can be used to better advantage.

The determination of what needs to be communicated and how to do it.

Friday, March 22, 9:00-10:30 am
Janice Schnorr

Field-Based Programs in the Center for Excellence in Education

This presentation will focus on the newly developed model for the Center for Excellence (CEE) at Northern Arizona University and the partnerships that are being developed between the university, schools and public agencies. The model cuts across all areas of education including elementary education, secondary education, adult education, special education, vocational education, bilingual/multicultural education and early childhood education. A brief description of the model will be presented. The major focus of the presentation will center on the partnerships and strategies that have been developed through two special education training programs that are designed to prepare master's level special education candidates from rural areas throughout Arizona and New Mexico. One project is the Navajo Special Education Teacher Development Program. Fifty graduate level Navajo students living near Window Rock, Arizona complete courses through the combination field-based and on-campus program. The other program, the Rural Special Education Program, has twenty graduate level students from rural areas throughout Arizona and New Mexico. The recruitment and retention strategies used with both of these programs will be discussed as will the curriculum including the contents of a new Bilingual/Multicultural course stressing the Navajo. This presentation will be of interest to school administrators and university faculty who are faced with the problems of recruiting, preparing and retaining graduate level students in special education from rural areas.

Proposal Abstract

Friday, March 22, 9:00-10:30 am
Kay Bull
Imogene Land

Modifying Materials to Meet the Needs of Rural Secondary Special Needs Students: Handicapped to Gifted

This presentation is designed for teachers and administrators at the secondary level and may have some application for itinerant staff and teacher educators. The presentation has a tri-fold purpose: (1) To show results of a pilot project using modified materials created by students, for students, at the secondary level; (2) To demonstrate innovative ways of modifying, packaging, updating, and supplementing conventional curricular materials to meet the needs of special students in a rural setting; & (3) To demonstrate a variety of teacher tested techniques for materials modification which can be used independently by students in a mainstreamed or resource board setting.

The results of the pilot project will be shown by videotape, the students will demonstrate the materials which they have created and will explain how they have been used in their own rural setting. Numbers 2 & 3 will show materials from the O.S.U. special education materials laboratory which have been developed for use at the secondary level. This will include remedial and drill and practice materials (for handicapped students) and horizontal and vertical expansion materials (for gifted students). Participants will be furnished a pamphlet which describes (1) How to train students to make materials for other students & (2) selected modifications which have been demonstrated.

Blooming for Vertical and Horizontal Expansion or Creative Obfuscations to Confuse and Bewilder your Friends

A Student Guide to Bloom's Taxonomy

Kay Sather Bull

Imogene Land

Oklahoma State University

Presented at the American
Council of Rural Special
Education Conference,
Bellingham, Washington, 1985

Introduction

The purpose of this booklet is to assist you in writing learning units for other students in areas where you are interested. You have been selected to help create materials because (you may pick only one) 1) you are smart; 2) you are a smart mouth; 3) you are as smart a . . .; 4) you are free this hour; 5) you are inexpensive this hour. Seriously, this booklet is designed to help you help yourself and others to examine and work with materials at a level that is higher than rote regurgitation (otherwise known as the puke-back method).

So what is this method and is it any fun? Fun, well that depends on how perverted you are! The method: Bloom's Taxonomy

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

The idea behind Bloom's Taxonomy is that there are very limited number of ways in which you can deal with or process information. These are represented in the pyramid as six levels; levels of complexity of process that is.

Let's define these six levels so that we can better see what we are talking about. Knowledge is defined as the remembering of previously learned material, the answering of questions solely by rote memory. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcome in the cognitive domain.

The student who is performing at the knowledge level does the following kinds of things: (1) Responds to classroom situation (stays awake, looks at teacher with glazed eyes); (2) Absorbs information -- looks, listens, reads; (3) Remembers (only those things taught in class, other rememberings called daydreaming); (4) Practices procedures -- drills, recites (regurgitates); (5) Covers information in books (preferably with a water proof cover before regurgitation); (6) Recognizes information that has been covered (no matter what it is covered with.).

The second level in the Taxonomy is Comprehension: defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating further trends (predicting consequences or effects). This type of question requires the respondents to restate a problem in their own words, to give an example of a principle or concept, to qualify statements, to extrapolate trends into the past or future, or to point out implications or consequences. These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

The student who is performing at the comprehension level can do some or all of the following: (1) Explain information rather than merely quote it (this is the level the principal is at when he shreaks, " Do you understand what I mean?"); (2) Makes simple demonstrations (rioting and cross burning are excluded); (3) Translates information into his/her own words (when caught this is known as plagerism); (4) Extends information to new situations; (5) Interprets information from technical to familiar terms (a pedagogue is a ________).

In the following section 5 objectives are presented. To test your Knowledge and Comprehension please indicate whether the objective is at the (K) Knowledge or (C) Comprehension level or if it is at (N) Neither level. Place a check mark in the space below the correct letter. Answers are at the bottom of the page.

	K	C	N
1. Define the term pedant.			
2. Compare the pedant to the pedagogue.			
3. Recite the Gettysburg Address.			
4. Give an example of pedantry.			
5. Manipulate the controls, of the microscope, to set the magnification at 100X			

The third level in the Taxonomy Application, refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. The knowledge must be successfully used under conditions that differ from those in which it was first learned or encountered.

The student who is performing at the application level does some or all of the following: (1) Solves novel problems (given a tube of super glue, how can you keep the teacher from giving the test she has in her desk drawer; (2) Constructs projects, models, apparatus, etc. (Dr. Frankenstein I presume); (3) Demonstrates use of knowledge (Disrobe a . . . [it better be a manikin or you are in real trouble]).

The fourth level of the Taxonomy is Analysis which refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Finding assumptions, distinguishing facts from opinion, discovery causal relationships, finding fallacies in stories or arguments, specifying the style of a written or unusual piece, or inferring the author's purpose are items that require analysis. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

ANSWERS: 1-K, 2-C, 3-K, 4-C, 5-N

The student who is performing at the analysis level does all or some of the following: (1) Discusses information in depth (will the Alvin discussion group please meet at the forward hatch); (2) Uncovers interrelationships among ideas (now remember we said ideas, not people); (3) Discovers deeper meanings and insituations not apparent at first (tag line on a letter of recommendation, "all of the above apply except where Mr. Jones has been drinking.") (4) Sees similarities and differences between styles (Michael Jackson and Lawrence Welk you say . . .).

Here is another practice exercise. See how many objectives you can categorizes as (K) Knowledge, (C) Comprehension, (A) Application, (AN) Analysis or (N) None of these. Check one:

	K	C	A	AN	N
1. Combine two ideas into a new metaphor.	____	____	____	____	____
2. Disect the frog and illustrate what you find.	____	____	____	____	____
3. Classify soil samples based on ph values.	____	____	____	____	____
4. Convert inches and feet into meters, when given example problems	____	____	____	____	____
5. Paint a picture of the fruit in the bowl.	____	____	____	____	____
6. Discuss the feelings that Huck Finn had when his father locked him in the room.	____	____	____	____	____
7. Find the location of Slick, OK using a map.	____	____	____	____	____
8. Find the location of the capital of the U.S.A., Washington, D.C., using a U.S. Map.	____	____	____	____	____

The fifth level of the Taxonomy is Synthesis which refers to the ability to draw together ideas or materials from different sources and to put the parts together to form a new whole. This may involve the production of a unique communication (theme or speech) a plan of operations (research proposal) or set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures which are designed to be communicated to others.

Things that a student is likely to do at the Synthesis level include (1) Produces unique communications (Gubblz ergerg zug); (2) Formulates new hypotheses based on analyzed information (If I put one drop of super glue on the front lip of each desk drawer . . .); (3) Makes discoveries and generalizations (It takes two hands to handle a whopper . . .); (4) Proposes new ways of doing things (You are going to put your what in his where?).

ANSWERS: 1-N, 2-AN, 3-AN, 4-A, 5-A, 6-C, 7-A, 8-K.

The highest level of the Taxonomy, Evaluation, is concerned with the ability to judge the value, quality, or correctness of material (statement, novel poem, research report) for a given purpose. The judgements are to based on definite criteria. These may be internal (organization) or external criteria (relevant to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgements based on clearly defined criteria.

Here is another set of objectives to categorize.

	K	C	A	S	E	N
1. Determine whether Rene Descarte was a better philosopher than he was a mathematician.	___	___	___	___	___	___
2. Describe your feelings about freedom.	___	___	___	___	___	___
3. Given a list of sentences, select the verb in each sentence.	___	___	___	___	___	___
4. Write the Spanish word for work.	___	___	___	___	___	___
5. State the definition of entropy in your own words.	___	___	___	___	___	___
6. Teach the concept of Zebec to the class.	___	___	___	___	___	___
7. Inspect the school cafeteria and prescribe the vermin eradication measures that are necessary.	___	___	___	___	___	___
8. Given a list of stories, categorize them as fiction, biography, etc.	___	___	___	___	___	___
9. Build a model which represents love.	___	___	___	___	___	___

Remember, back at the beginning of this booklet we said that you would learn to have fun and to share the things you were interested in with others. OK, now that you know Bloom's Taxonomy here is a way that you can go about it.

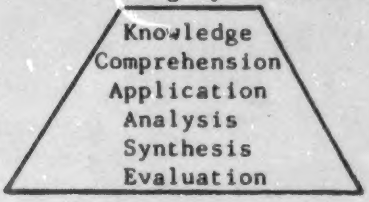
Using Bloom's Taxonomy

Students with different levels of ability and interest will probably respond differentially when different levels of questions are presented. Gifted, bright and/or highly interested students, in a given content area, are more capable of processing and dealing with analysis, synthesis, and evaluation level questions than their less able or less interested counterparts.

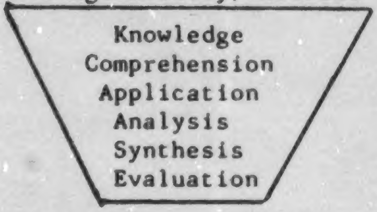
ANSWERS: 1-E, 2-S, 3-K, 4-K, 5-A, 6-A, 7-AN, 8-AN, 9-S.

Obviously all students should be expected to be able to answer basic objectives in any content area but the higher level students (in terms of ability and interest) should not be restricted to questions at this level. This is illustrated below:

Gifted/Highly Interested

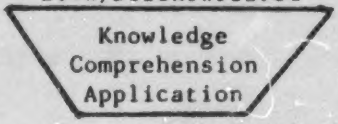


Average Ability/Interest



Number of objectives/
Amount of instructional
time

Slow/Disinterested



It is generally assumed that the taxonomy is hierarchical, that is the student must be able to perform at the lower level prior to proceeding to higher levels. This is true for contents where the students do not possess any knowledge, but these contents are few and far between. In most cases you can assume that more able and more interested students will have more knowledge and experience with the content than other students and therefore you can expect these students to enter the content at initially higher levels.

To share your interests with others, you can create Bloom's units. In Appendix 1 of this booklet, you will find a list of different objectives at each level in the Taxonomy. In some cases the objectives are stated in question form, either approach being acceptable. Appendix 1 also provides a verb list which should facilitate writing objectives. Appendix 2 provides a list of products which can be used in the creating of Bloom's units. Students should always be asked to develop a product as a result of interacting with the material, however, as you will readily recognize, writing a paper is only one option.

Appendix three contains four example learning units which have been developed based on Bloom's Taxonomy. Units 1 & 2 are centers without content. This kind of center basically presents a series of questions or objectives based on the Taxonomy. The student is free to choose within the objective set which one or ones he/she will work with. Units 3 & 4 are centers developed around an article or book or series thereof. Unit 4, The Swamp Rabbit, has the article included as an example.

Developing Learning Centers

Remember not all students read or process information as well as you do. Toward this end the following are provided as suggestions for learning center development.

Prepare directions for the students (insure that the students can function independently using the center).
a. Make the directions clear and legible.
b. Use terminology familiar to students.
c. Use audio-visual aids to help students understand directions, if necessary.
d. Include enough organizational information to enable students to work independently.
e. Include examples of tasks to be accomplished, when appropriate.
f. Include the objectives and/or purpose of the center.
    1. Clearly state the objectives--help student be more purposeful, better organized, better able to determine when they have reached the objective. It is inperative that the students know what they are to do and under what conditions and standards, if conditions and standards are to be imposed.
    2. Tell the students that they may choose among the objectives offered this promotes individualization, interest, and motivation. They can do as many or as few as you will allow.
g. Include information about evaluation, the students should be able to correct their own answers for knowledge and comprehension levels.

Writing Bloom's Centers

The following give some brief ideas for formating/packaging in Bloom's units you have created. You should remember that the more interesting and exciting the unit looks the more likely you are to entice others to explore what you have written.

1. Centers without content
    a. Determine what the content is to be -- should be related to a content taught in your school.
    b. Determine the kinds of behaviors which you wish the students to have as alternatives at each level. (See verb list)
    c. Determine the kinds of products which the students should develop for each objective, products produced should be of a kind that are sharable with other students. (See product list)
    d. Determine if center is to be part of a larger center or if it is to stand alone. If yes, then format according to the format of the larger center.
    e. Identify creative formats for packaging center.
        1. Determine size
        2. In a folder? More creative format, e.g., in a small trash can, or shoe, etc.
        3. A folder with pockets?
        4. Reference card?
        5. Self-checking card for knowledge and comprehension? Red acetate pocket?

   6. Bibliography? In a pocket?
   7. Task cards? On a ring? Cut in different shapes?
   8. Backboard?
   9. Are pictures available to illustrate folder or backboard?
   10. In a note book with other centers?
   11. Identifier tab, if designed for file drawer?
   12. Insure that formats are self checking and self evaluating where possible.
  f. Indicate whether or not a contract is necessary and the form that it should take, if it is required.

2. Centers developed around articles or other text content.
  a. Items A-F from number 1.
  b. Determine if the knowledge and comprehension items will be drawn from content beyond the text, e.g., define words using a dictionary.
  c. Determine format for knowledge and comprehension questions.
  d. Determine how many objectives at each level are appropriate for the amount of content.
  e. Look carefully at the relationship between text and picture so that both can be tied to questions or objectives.
  f. Determine how the article(s) will be bound
   1. Rubber tape
   2. Stapled
   3. Spiral bound
   4. Glue and edge
   5. With or without cover page
  g. Determine how article will be packaged once bound
   1. In folder
   2. In spiral or 3-ring notebook
   3. In pocket or backboard
  h. Determine packaging if article is one of several for the center.
  i. Determine how task cards or objectives how ever formatted will be related to the article(s).
  j. If the article has pictures, posters, maps, other graphics which you wish to emphasize:
   1. Examine graphic and isolate those things which would be focal stimuli for objectives.
   2. Read text (if any) for possible objective ideas.
   3. Determine if focal stimuli can be used for objectives at several levels.
   4. Write questions (objectives) about the entire graphic.
   5. Consider asking global questions about the graphic which are related but not necessarily drawn directly from it, e.g., a question about the perfectly exceptable to have the student do research which goes beyond the visual.
   6. Determine the kinds of knowledge and comprehension questions which can be asked. Determine if you can make these self-checking.

7. Look at creative ways of formulating the graphic
    a. Rolled and laminated
    b. On a fold up backboard
    c. On a window shade
    d. in a picture frame (multiple graphics in a poster display rack.)
    e. As a scroll
    f. On poster board
    g. On a slide (for a slide projector)

3. Decorating the Center.
    a. Magazine pictures on front and back or inside
    b. Drawings on front and back or inside
    c. Cut up wrapping paper
    d. Curiosity provoking statements
    e. Color contrasts
    f. Real photos
    g. Back-board
    h. Tasks (objectives) on cards cut to illustrate the center, e.g., dinosaur shaped for dinosaur center.

Appendix 1
Knowledge

Verbs	Example Questions/Objectives
Define	Define the term family
Draw	Draw on the chalkboard, the reproductive organs of a flower.
Repeat	What did the book say about _________.
Record	
Recall	Can you recall what the author said about?
Recite	Recite the Gettysburg Address.
Recognize	Which of these tools (hold up several) is a cresant wrench?
Write	
Memorize list	List the bones in the leg.
Name	What is the name of this object (hold up object)?
Relate	Who invented the ________.
Choose	Choose between these two blocks, the one which is larger.
Find	Find the location of Paris on the map at the front of the room.
Arrange(in learned order)	Can you arrange the parts of the skeleton in the correct order?
Label	Can you label the parts of the diagram?
Select	Select the verb in this sentence.
Match	
Omit	
Underline	Underline the noun in the sentence.
Quote	Can you quote what the book says on this matter?
Say	Can you say the Spanish word for work?
Touch	
Identify	Can you identify the verb in this sentence? (give sentence)
Hold	
Check	
Rehearse	
Affirm	
Associate	
Copy	
Group	
Indicate	
Point out	Point out the location of your nose.
Locate	Will you locate the 40th meridian on the globe at the front of the room?
Pickup	
Point	
Enumerate	
Reproduce	
Distinguish	Can you distinguish between _____and_______?
Acquire	

Example Questions/Objectives

What is the capital of Kentucky?
Name the major Indian tribes in Oklahoma in 1840.
What two types of reasoning are used in the study of mathematics?
What is the algebraic symbolization of the pythagorean theorem?
How many states are there in the United States?
How does a plant get water?
What are the three important rules to follow in using the comma?
What is the proper form for writing a friendly letter?
Who is the author of Make Way for Ducklings?
How do you determine the miles per gallon a car is getting?
What name is commonly given to the idea expressed by $a + b = b + a$ in mathematics?
List the main characters and their roles in The Hobbit?
What is a synapse?
What is free verse?
What is an isotope?
What state grows the most lettuce?
How do you spell Mississippi?
What steps does one follow in directing a bill through congress?
To what classification does the silk moth belong?
What are the three criteria by which we can assess the quality of a television program?
What are the basic steps in organizing a term paper?

Comprehension

Verbs	Example Questions/Objectives
Classify	Classify these plants into broad leaf or narrow leaf varieties.
Compare	Compare the books (listbooks) and tell why they are similar and different.
Contrast	Contrast the meter of the poems (supply poems).
Describe	Describe the reaction which you get when you mix vineagar and soda.
Discuss	Discuss the feelings that Huck Finn had when his father locked him in the room.
Interpret	Interpret the results of the experiment we just performed.
Translate	Translate this definition (give definition) into your own words.
Change	
Reword	Reword this statement (supply statement) so that it is correct.
Revise	
Qualify	

Application

Verbs	Example Questions/Objectives
Apply	Apply the formula to this problem and tell me the correct answer.
Calculate	Calculate the answer using the appropriate procedure.
Complete	Can you complete the statement?
Demonstrate	Demonstrate how you would skin a hog.
Illustrate	Illustrate the neural network which is presented on the slide.
Practice	
Solve	Solve the following problems.
Use	Use formal logic in developing your answer.
Employ	
Dramatize	Can you dramatize the interaction which took place between the two men?
Show	Show me how to set the microscope.
Operate	Operate the band saw, using appropriate safety techniques.
Exhibit	
Adopt	
Try	
Manipulate	Manipulate the microscope controls to set the magnification at 100X.
Mobilize	
Devote	
Handle	
Wield	
Put to use	
Exploit	
Put in action	
Exert	
Consume	
Take up	
Capitalize	
Construct (follow diagram)	
Teach	Teach the concept of _____ to the class.
Paint	Paint a picture of the fruit in the bowl.
Sketch	Sketch a diagram of the muscles in the human hand.
Interview	Interview your team mate on the following topic (indicate topic).
Record	
Simulate	Simulate the behavior of a ___________.
Classify	Classify these fossils into groups based on skelatal type.
Analyze	Analysis Analyze the solution in the test to be and determine its chemical composition.
Classify	Classify the samples of soil, using a ph test, into acid, alkaline and neutral soils.
Discuss	What was the author's purpose, bias, or prejudice?

Verbs	Example Questions/Objectives
Divide	
Explain	What must you know for that to be true?
Infer	Infer which of the components is malfunctioning given the following input (give input).
Inspect	Inspect the food processing facility and prescribe the vermin eradication measures necessary.
Separate	Separate the main from the subsidary characters in the book.
Sort	Sort these vegetables according to ___________.
Differentiate	Which are facts and which are opinions?
Experiment	
Compare	Compare (list similarities and differences) the two characters in _________.
Contrast	Contrast (list differences) the two methods.
Scrutinize	
Probe	
Investigate	Investigate the relationship between plant growth and fertilizer application.
Discover	Discover what is missing in this diagram.
Inquire	
Detect	Can you detect the power shift using a ______ on this piece of equipment.
Examine	Examine this specimen and classify it based on its attributes.
Survey	
Dissect	Dissect the frog and illustrate what you find.
Simplify	Simplify this mathematical statement.
Search	
Survey	
Deduce	
Breakdown	Breakdown the solution into it component parts using a centrifuge.
Advertise	
Categorize	Categorize the stories into fiction, biography, etc.
Catalogue	
Correlate	
Diagnose	Diagnose the fault in ________.
Divide	Divide this expression into its component parts.
Isolate	Isolate the critical incident in the chapter which changed the way the character viewed world.

Verbs	Example Questions/Objectives
Measure	Measure the impact of the statement on your classmates.
	Are the author's conclusions substantiated by evidence?
	How did Indian families, in Oklahoma, circa 1840, divide the daily work?
	Which of the statements in the proof are not properly supported?
	What is the theme that recurs throughout this musical arrangement?
	Study the diagram and given information. What information is fact and what must be proved?
	Which section of the orchestra essentially carried the theme in the last piece?
	What have we assumed to be true if we accept these conclusions?
	What generalization is the author making about the people of Western Europe?
	Which of the statements in the report are irrelevant to the author's conclusions?
	Which of the propoganda techniques given by the author apply to this advertisement?
	How is the judge's sentence related to the defendent's wrong-doing?
	From our discussion of human behavior, what are two basic assumptions we must accept regarding people?
	Does the data support the hypothesis that women are not treated equally?
	What do you think was the artist's reason for painting this picture?
	"Some people are more equal than others." Describe the process by which the individual who voiced this phrase arrived at his conclusion.
	synthesis
Arrange(new way)	Arrange the components into a new model.
Combine	Combine these two ideas into a metaphor.
Construct	Construct a model which illustrates the way in which the process works.
Create	Create a story which illustrates your viewpoint or the subject.
Design	Design the alternative method to ______.
Develop	Develop an alternative way to doing ______.
Generalize	Generalize this concept (provide concept) to other situations.
Organize	Organize these ideas into a meaningful structure.
Plan	Present a plan to do ________.
Predict	Predict the outcome(s) based on the information which has been developed in ________.

Prepare	Prepare a new approach to _________.
Compose	Compose a (music, art, etc.) piece.
Propose	Propose a new method by which _______.
Produce	Produce a product.
Invent	Invent something which will _________.
Formulate	Formulate a new procedure which will _____.
Assemble (new way)	Assemble the data, in a new way.
Build	Build a model which represents _______.
Set up	
Originate	What would you do if ________?
Contrive	
Concoct	
Systematize	Systematize the information according to your own internal representatives of ___________.
Blend	
Reorganize	Reorganize the information to support your viewpoint or argument.
Make	Make a ________ to ________.
Generate	Generate a (poem, product, etc.) using the ___________.
Evolve	
Constitute	
Breed	
Compile	Compile a review of the literature on ___________.
Make up	
Form	
Imagine	If no one else knew, how could you find out?
Extrapolate	
Hypothize	

What recommentations would you make to improve the air pollution problem in large cities?

What would an Indian family (Oklahoma, circa 1840) need to do to move?

How would you plan to teach a unit on geometric construction?

What would the world be like if we had no no unique mathematical operations?

What would be the most important questions to ask in determining a solution to this problem?

How could the story have ended differently?

How many different uses of the coat hanger, other than hanging clothes, can you name?

Can you devise a set of rules for the first group of settlers on the moon?

Based on our study of the development of the African counties, what predictions can you make about the political future of Tanzania?

How might the days or seasons differ if the earth was in the shape of a pyramid with a square base? Assume that the earth revolves on its own axis and rotates around the sun.

How can you best communicate your feelings about freedom?

How can we get community support for a peer drug counseling program?

From our experiments with plants and different types of soil, what statement can we formulate regarding plant growth?

Drawing on your experiences in school, how do people view education in this country?

Evaluation

Verbs	Example Questions/Objectives
Appraise	Appraise the value of ________.
Assess	Assess the viability of ________.
Critique	Critique the article, based on the teacher checklist.
Estimate	Estimate the results of taking the course of action.
Evaluate	Evaluate the merits of ________.
Grade	Grade the level of quality of ______.
Judge	Judge, based on internal criteria, the worth of ________.
Rank	Rank the merits of ________.
Recommend	
Test	Test, using the experimental method, the hypothesis of ________.
Decide	Which of the books would you consider of greatest value?
Compare	
Revise	
Conclude	Conclude whether or not the hypothesis should be rejected.
Select	Select the best _______ based on internal/external criteria.
Criticize	
Measure	Which policy will result in the greatest good for the greatest number?
Prioritize	
Weight	
Accept	For what reason would you favor ________?
Reject	
Determine	Determine the merits of the arguments.
Referee	
Umpire	
Arbitrate	
Decree	
Rule on	
Award	

Verbs	Example Questions/Objectives
Censure Settle Edit Adjudge Debate Editorialize	Based on the criteria of effectiveness and and economy of time, effort, and money, what would be the best solution to the middle east conflict? What are the good and bad aspects of being a member of a normadic group? Was Rene Descartes a better philosopher than a mathematician? Is the construction of this geometric figure an accurate representation of the given information? Which of the three pictures has the best color combination? What conclusion can be justified in the selection read? Is this the most appropriate art form to depict the subject? What best justifies the action taken by the countries presently being studied? Was this event accurately reported by the correspondent? Indicate in what ways this is a beautiful poem? According to the stated situation, which is the most appropriate move that man could take? What do you think could happen if the Berlin Wall were torn down and the barriers were removed?

Appendix 2
Products

The following are illustrative of products which the students can be asked to develop. You should try always to have students develop some product as the result of doing a Bloom's objective.

1. a letter
2. a lesson
3. advertisement
4. annotated bibliography
5. art gallery
6. block picture story
7. collage
8. collection
9. collection w/illustration
10. chart
11. choral reading
12. comic strip
13. cooked concoction
14. crosscut diagram
15. crossword puzzle
16. debate
17. demonstration
18. detailed illustration
19. diorama
20. display
21. editorial
22. essay
23. experiment
24. fact file
25. fairy tale
26. family tree
27. filmstrip
28. flip book
29. game
30. glossary
31. graph
32. hidden picture
33. illustrated story
34. jigsaw puzzle
35. labeled diagram
36. large scale drawing
37. learning center
38. letter to the editor
39. map
40. map w/legend
41. mini-center
42. mobile
43. mural
44. museum exhibit
45. model
46. oral report
47. pamphlet
48. photo essay
49. pictures
50. pictures dictionary
51. picture story for children
52. poem
53. porta-center
54. poster
55. project cube
56. puppet
57. puppet show
58. rebus story
59. riddles
60. scavenger hunt
61. science fiction story
62. scrap
63. sculpture (clay, wire, junk)
64. seek and find
65. skit
66. small scale drawing
67. song
68. songs (collection)
69. stencil
70. story
71. street map
72. survey
73. tape
74. terrarium
75. text book
76. time line
77. transparency for an overhead projector
78. travelogue
79. TV news report
80. video tape
81. vocabulary list
82. worksheet
83. written report

Appendix 3
Units Without Content

These units were developed by Pat Jaynes (1982) as part of an introductory course in gifted education at Oklahoma State University.

Wild Birds in Our Area

Knowledge: Make a list of birds you already know. Study the field guides so you know how to use them. Use the maps to identify birds of this region and familiarize yourself with species you will find here.

Comprehension: Explain the maps. Discuss the localities different species live in.

Application: Take several field trips with an experienced birder or with a local Audubon Society member or group. Identify as many as you can. Keep a list of those you see and be able to describe the habitat group (lakes, ponds, city parks, salt marshes, etc.)

Analysis: Write an article for the school paper or the local Audubon Society's newsletter telling about your field trip.

Synthesis: Develop a plan for making an area attractive to birds. Make a bird house for a specific species (bluebird, martin, wood duck, wren). Put it up in the most appropriate, inviting place. Do planting for wild birds. Set-up a feeding station.

Evaluation: Decide whether or not persons in the local community should increase their efforts to attract and feed birds.

Current Humor in the U.S.A.

Knowledge: Make a list of political issues (gun control, taxation, defense spending are examples) and current values (marriage, ERA, child-rearing, working women, changing sex roles, TV are examples.)

Comprehension: Discuss in a written paper or a poster the pros and cons of five issues or values you have chosen (3 of each). Present both sides of the controversial topic.

Application: Collect cartoons, political cartoons from the editorial pages of newspapers or comic strips. Arrange them to illustrate the topics you have chosen. Make them into a cartoon book or make transparencies to share with others.

Analysis: Tell what you've found about the techniques the cartoonists use (sarcasm, irony, caricature, etc.). You might have to do additional research on elements of humor. Discuss in writing, or on tape, what you think makes certain cartoons funny to you, to others.

Synthesis: Do a series of cartoons of your own to illustrate two chosen topics. Make some that illustrate both sides of the argument. Submit your favorites to your school newspaper or your local paper.

Evaluation: Make a list of criteria for judging cartoons. Judge the ones you have. Support or dispute the stand taken by the cartoonist.

Appendix 4
Units with Content: Corals and The Swamp Rabbit

Knowledge and Comprehension Questions
Exploring Australia's Coral Jungle
Work Sheet
(Developed by Kay S. Bull, 1984)

Suggested Readings: MacLeish, K. Exploring Australia's Coral Jungle, National Geographic, 1973, 143(6), 743-778.

Taylor, V. & Taylor, R. Australia's Great Barrier Reef, National Geographic, 1973, 143(6), 728-742.

1. What is a Bommie? ______________________________

2. Define the following:
   a. Gorgoneion ______________________________
   ____
   b. Mollusk ______________________________
   ____
   c. Aquarists ______________________________
   ____
   d. Hydroids ______________________________

3. Identify the greatest geographic feature on the earth build by an animal.
____

4. Why does the reef system end in the south at Lady Elliot Island? ______
____

5. List five habitat requirements of coral. ______________________________
____

6. List the dangerous poisonous animals that are in the article. ________
____
____

7. List 5 night feeders which live in the coral reef. ________________
____

8. Why is the crown of thorns starfish called a spiked scourge? __________
____

9. What is the difference between a soft coral and a regular coral? ______
____

10. Explain why you could not make a 1:1000 scale model of the Great Barrier Reef. ______________________________
____

Exploring Australia's Coral Jungle
Answer Sheet

1. A coral head

2. a. Representing the head of a gorgon, especially medusa; something that looks like this.
   b. in invertebrate in a shell which at least partially encloses a soft unsegmented body with gills, mantle and foot.
   c. People who keep aquaria or fish tanks
   d. that form of hydrozian which is asexual and grows into branching colonies by budding.

3. he Great Barrier Reef

4. water temperature drops below 68 degrees F.

5. 68 degrees farenheit water, light, salinity, nutrient and oxygen content.

6. sea snake, stone fish, scorpion fish, cone shell, sea anemones, box kellyfish.

7. stingrays, mollusks, crabs, starfish, coral

8. it eats coral

9. the soft coral does not have a limestone extoskeleton

10. because at this scale the model would cover 800 square miles.

Exploring Australia's Coral
Higher Level Questions

(AN) What was the attitude of the author toward collectors of specimens? What makes you think so? Cite specific examples.

(AP) Make a chart showing the different shapes of coral. (Provide at least 10 examples.)

(E) Why would cleaner wrasse be able to change from female to male? Make a speech about the biological necessity of this behavior.

(S) Imagine that you were a crown of thorns starfish. You have been asked to defend your kind in a public forum, a nationally televised panel show, where newsmen will question you. To prepare for this you need to have practice dealing with possible questions. Prepare your briefing book.

(AN) Compare man to fish in terms of locomotion, habitat, diet, etc.

(AN) Why did the Great Barrier Reef develop? Where did it? Develop a slide show or film strip to support your analysis.

(AP) Construct a model of a coral reef.

(E) Julie Booth lived by herself on the coral reef. Examine the pro's and con's of such an existance. Write a propogandistic speech which is designed to either have people live by themselves or vice versa.

(S) Imagine that you were a 3 inch high aquaperson who lived on a coral reef. Describe your life in a poem.

(S) Look at the various kinds of coral. Draw a montage of the various corals to show how you feel when you are happy.

Swamp Rabbit

Reference: The Swamp Rabbit, by James McCain, Oklahoma Outdoors, 1957
(Developed by Kay S. Bull, 1984)

1. What has reduced the range of the swamp rabbit? ____________________

2. Describe how a box trap works. ____________________

3. Define the following:
   a. Leached ____________________
   b. Splayed ____________________
   c. Sedge ____________________
   d. Bramble ____________________

4. How would male swamp rabbits mark off their territory? ____________________

5. Why would a swamp rabbit build its nest on the high ground? ____________________

6. How large does a swamp rabbit grow to be? ____________________

7. How do biologists make population counts of swamp rabbits? ____________________

8. How can you tell the difference between the track of the swamp rabbit and the track of a cottontail? ____________________

9. How long is it, approximately, from the time a swamp rabbit is born until it is on its own? ____________________

10. Why is the swamp rabbit formally named sylvilagus aquaticus? ____________________

Swamp Rabbit
Answer Sheet

1. Dams, agriculture, the Bulldozer, man

2. Rabbit enters the box, pulls at the bait and the door shuts.

3. a. To have soluble constituents removed by percolation
   b. To spread out, expanded or extended.
   c. Any of various rushlike or grasslike plants consisting of the cyperaceous genus.
   d. Any rough prickly shrub, as the dog rose.

4. Beating the ground with their hind feet, thus creating a rapid humming noise.

5. To keep it from being flooded.

6. Six pounds

7. Look for and count number of droppings.

8. The swamp rabbit track will be larger with slightly splayed toes and large toenails.

9. About 50 days.

10. Genus-sylvilagus; species - aquaticus or water

Swamp Rabbit
Higher Level Questions

(AP) Draw a map of the swamp rabbit habitat in Oklahoma, during the 1930's.

(S) Describe being harvested with a green stick as if you were a swamp rabbit. Write a song about it.

(AP) Build a box trap capable of trapping a six pound swamp rabbit.

(S) Write a play about swamp rabbits. You may use Watership Down as a model if desired.

(A) Analyse topographical and topological maps of your area. On a country map indicate the most likely swamp rabbit habitat.

(A) Draw a set of pictures showing the differences between swamp rabbits and cottontails. Create a display of pictures and text which could be used for an informative poster session.

(E) Evaluate the remaining range of the Oklahoma swamp rabbit. Project, based on current economic predictions, the range of the swamp rabbit in 2025 A.D.

The SWAMP

RABBIT

BY JAMES McCAIN
WILDLIFE BIOLOGIST
PHOTOS BY CLIFF KING

Sacrifice to Progress

SWAMP RABBITS once occupied a range in Oklahoma that reached from the fertile valleys along the Washita River in the west to the Arkansas state boundary in the east.

Erratic routes that free - flowing rivers took across the state created vast acres of prime swamp rabbit range. The behavior of these rivers could not be tolerated by some men. Means of taming them began.

In this modern civilization, man's capacity for making rapid changes in the environment is evident everywhere. Construction of dams make mild, slow-moving streams out of once free-running rivers. Fertile soils that had built up in overflow areas were reclaimed for agriculture, thus bringing about extensive changes in land use that took its toll of wildlife . . . especially swamp rabbits.

Here was an animal that could cope with its unrelenting natural predators and the seasonal pressure of beagles and hunters. Still, it was no match for the bulldozer. Bramble patches, sedge fields and cane breaks gave way to soybean fields and improved pastures.

This story involves a species of wildlife that is directly in the path of progress. Man's constant desire to change has started the extinction process that undoubtedly will spell the demise of one of the finest game animals ever to perplex a hunter in Oklahoma.

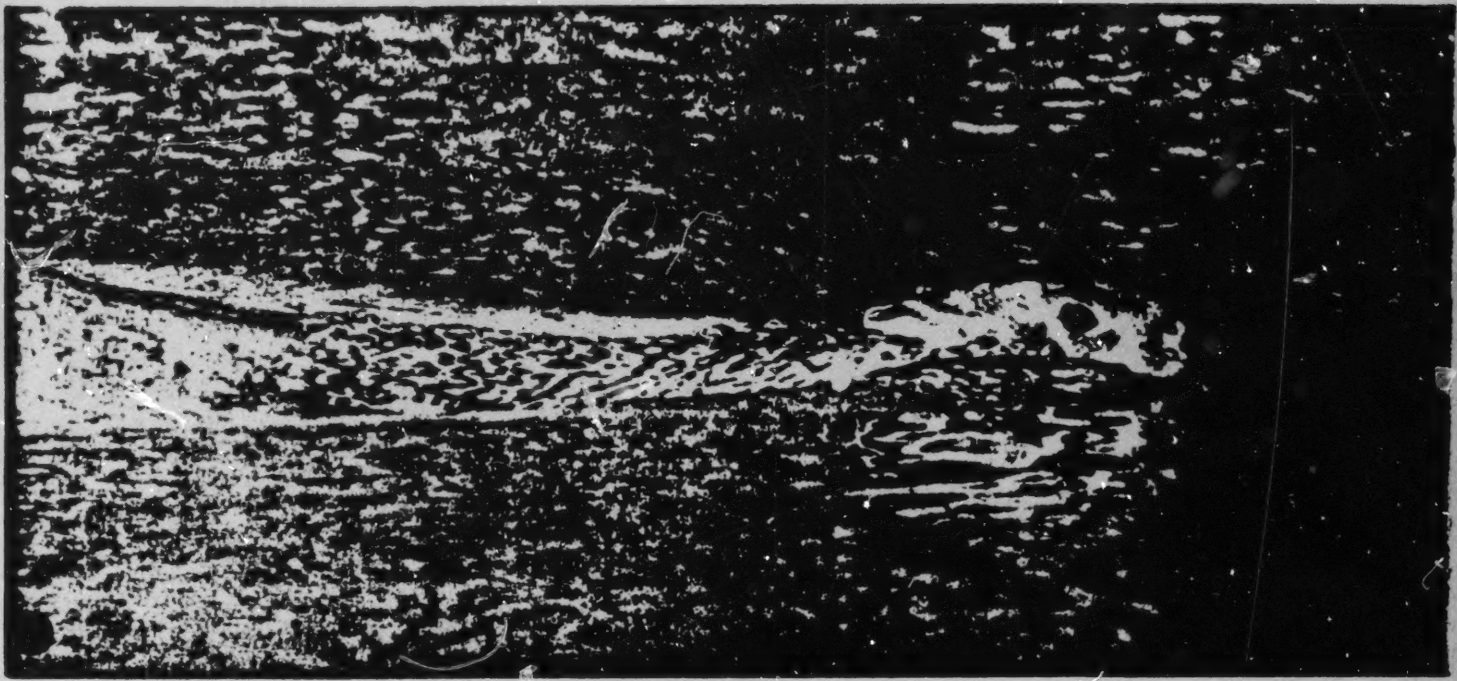
Back when the depression of the 1930's hovered over the state, the then-plentiful swamper played an important role. Pursuit of this rabbit by hunters became an enjoyable and inexpensive pastime. There were several methods of capture employed back then.

One involved the use of a fast "cur" dog and a forked green stick. The fast dog, most often a silent trailer, surprised the rabbit and forced him to seek the safety of the nearest burrow. Once located, the rabbit could be pulled out by means of the forked stick twisted in his fur.

Sometimes the swamp rabbit took refuge in a hollow log, and the more zealous (or famished) of his human pursuers would use a cross-cut saw to sufficiently shorten his wooden refuge. A green hickory stick made a good probe to locate the rabbit so the hunter didn't saw him in half

A young swamp rabbit emerges from his nest to start a perilous journey through life. His kind can successfully cope with hunting pressure and predators, but not with the habitat-destroying drainage ditch and bulldozer.

SWAMP RABBIT



or cut the deadwood too far away from him.

The method that probably resulted in the harvest of more swamp rabbits than any other during the lean years was a simply constructed box trap. Baited with a food attractive to the swamper, the box trap was often placed in rabbit runs and feeding areas during the winter.

At one time, Oklahoma provided a wide variety of swamp rabbit range across its forested landscape. The range extended from the cottonwood-dominated Washita River bottoms south and eastward to the giant cypress swamps along the Mountain Fork.

The Kiamichi Mountain area in the southeast provided only limited range for the swamper, even back during the animal's prosperous years. The bottomland soils were leached, poorly drained and relatively infertile. These lands were cleared and cultivated for a short period of time, then allowed to return to hardwood cover.

A large wooded section of rolling uplands extending from the Kansas state line to Texas produced prime swamper habitat along its streams. Fertile soils created havens for this animal on the north side of the winding river valleys.

A smaller range occurred in south-central Oklahoma where irregular areas of lowland hardwood afforded swamp rabbit environment. A low population of these rabbits still occupies the southern part of this range.

A network of rivers that drained the northeast created another fine area for swampers. Most of the run-off moved to the Arkansas River where wide valleys of hardwoods became the predominant vegetation. Early inhabitants found ready uses for this excellent timber, and the resulting cut-over lands further proliferated the rabbit.

The last stronghold of the swamper in Oklahoma was the coastal plain drained by the Red River. An abundance of marsh type plants were produced by the heavy clay soils, mild climate and annual rainfall of approximately 55 inches.

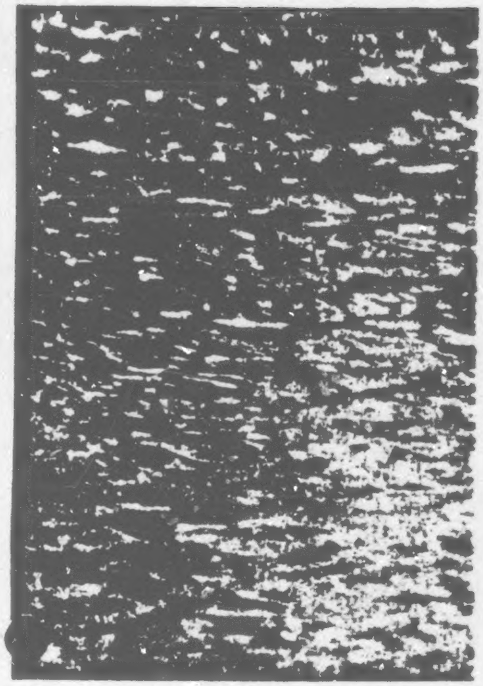
The swamper's range in central Oklahoma was limited to the narrow woody streams that carried rainfall from the prairie.

In his element, the swamp rabbit is like all of Nature's creatures . . . a unique wonder to behold. He has his own peculiarities and standards, not the least of which is the territorial and courtship behavior.

In Spring, when the length of day increases, strange lyrics begin to ride the sound waves in swamper country. Males usually announce their ownership of territory by beating the ground with their hind feet, thus creating a rapid thumping noise.

The same stimulus that prods the male lures the female to new activities. She will join the male in making feinting dashes, high jumping and "facing off", all the while emitting a high-pitched squeaking noise.

This activity may start as early as January, although the reproduction pattern of swamp rabbits in Oklahoma does not generally conform to patterns studied in more northern ranges. In some populations in our state, reproduction has occurred throughout the year.



Completely at home in the water, the versatile swamper often uses this medium to elude his pursuers.

One of several dozen swamp rabbits netted from the dammed-up Mountain Fork River late in February, 1969. The author used the rabbits in his study of habits and environmental requirements.

This does not guarantee a good population, however. When a rapid, violent change in habitat occurs, the swamper population is thrown into a prolonged stressed condition, and entire litters may be lost before they are even born.

Most studies on this mammal have revealed very few nests, but those discovered have had similar locations. Nests are constructed on railroad fills, stump mounds and naturally elevated ground. Sites probably are selected to avoid flood waters that frequently invaded the range.

The nest is usually a mound of vegetation built above ground and approximately 12 to 15 inches long. There is often a slight depression in the middle. Nest material consists of surrounding vegetation, commonly broomsedge, and the depression is lined with fur pulled from the rabbit's throat and stomach.

It is too bad that the swamper requires a habitat associated with untamed rivers, areas where the stream channel shifts and large pools of shallow water are left after each heavy rain.

SWAMP RABBIT

As farming and ranching developed into an intensified agricultural practice, demand became heavy for the marginal lands along the capricious rivers and creeks. It is in these lands and their borders that much of our upland game, not just the swamp rabbit, is produced.

When marginal land is brought into domestic crop production, the land values and tax structures seldom allow the area to revert back to its original state.

One of these agricultural practices now being applied to our decreasing swamper range is the construction of drainage ditches. These get rid of trapped surface waters that do not drain well through the heavy clays. Once the water is controlled, timbered areas are cleared and tame pastures take over.

Out of these and other endeavors to modify the natural drainage in this country for man's food and population needs, we are surely losing one of our most unique upland game species. The swamper is the sacrifice in his own particular area.

He will most certainly be missed . . . by the grizzled hounds that he led in merry circles through the scent-covering shallows . . . by the young fellow with his first shotgun who stares in disbelief at the "giant cottontail" swimming across a channel with all the skill of a raccoon or mink.

We still have a few isolated pockets of swamp rabbits in Oklahoma, and anyone who follows the beagles is doing himself an injustice by not trying for them, just once. Hunting pressure isn't going to hurt the swamper. It's the bulldozer, drainage ditch and dam that will eventually exterminate the species.

When one becomes closely associated with a creature of interest over an extended period of time, its destiny has a great significance. The route which the swamp rabbit has been forced to take disturbs our wildlife biologists.

The encroachment of modern agricultural practices on the habitat has reached a dangerous plateau. The swamper's existence hangs in the balance.

The alarm has been sounded, but will the echo be heard? ■

WILDLIFE PORTRAIT

THE SWAMP RABBIT

OUR MOST FAMILIAR RABBIT, The cottontail, has a close relative we don't know quite as much about. It's the swamp rabbit (Sylvilagus aquaticus), a rodent that inhabits lowland swamps and riverbottoms from east Texas and southern Oklahoma to Georgia. In Oklahoma, swamp rabbits are most likely to be found in southeast McCurtain County and swampy areas along the Arkansas River.

The swamp rabbit is not too difficult to distinguish from the cottontail if you give it a second look. It's larger (up to six pounds), has larger ears and darker, shorter fur. The tail is white underneath, but it is slender and very different from the round puff of white that gives the cottontail its name.

Another major difference between the two species is habitat preference. Don't look for the swamper in shrubby second growth, old fields or suburban backyards, the favorite haunts of our upland-oriented cottontail. The swamp rabbit is more likely to be found in mature woods, especially in swampy areas where patches of water are interspersed with ridges of higher ground. However, cottontails may be found in such areas as well.

One good way to tell if you are in swamp rabbit territory is to look for the droppings they characteristically leave on top of stumps, logs or other elevated spots. This habit is so predictable with swampers that some biologists have used the number of such sites in an area to help make population estimates. Studies indicate one individual may use several specific stumps, logs, or other elevated sites regularly.

THE TRACK OF THE SWAMPER is large, and the imprint of the slightly splayed toes and large toenails are distinctive. Also, the swamp rabbit often chooses to walk rather than hop. This is almost unique among rabbits and leaves an unmistakable trail, especially notable in mud or snow.

Like all rabbits, the swamper is a vegetarian. It eats herbaceous plants, especially sedge grasses, but less grass than the cottontail. In winter the diet consists primarily of bark, twigs and the seedlings or roots of perennial herbs.

Swamp rabbits are not often found far from water, a certain indication of how their common name was derived. They are willing swimmers. Water is a favorite refuge from pursuing enemies, and may also be used to dampen the effects of the oppressive summer heat.

The swamp rabbit may use a stream for backtracking, or it may try to escape a pursuing dog by diving. Sometimes a harried swamper is discovered hiding under an overhanging bank, submerged except for eyes and nose. This bunny seems to have no aversion to getting wet, even in the coldest weather. A casual swim to a small island merely for a look around is not unusual, though it may bring a "double-take" from any person seeing it.

Swamp rabbits are much like cottontails in their behavior, except that they are more vocal. Five different calls can be heard. Either sex may "squeak" at the other. A female who is being followed persistently by a romantic male may "chirp" softly.

The "alert call" is a loud, throaty, two-syllable sound which gets the attention of every other rabbit in the vicinity. The rabbit giving it stands on his hind legs, and all rabbits hearing it pass it along in the same manner. A loud "scream" is reserved for times of utmost distress, such as when the rabbit has been grabbed by a predator. This is a sound most often reproduced by commercial predator calls for attracting foxes, bobcats and coyotes.

MATING IS PRECEDED by lively courtship behavior involving mad dashes and dispersal of scent, accompanied by assorted leaps by both doe and buck. Fights between bucks occur at this time, but usually results in little more than the loss of some fur.

Mating activity is highest in February and March, though it may continue until September. Some of the rabbits that breed late may be young does born early the same season. The young are born about 40 days after mating, usually two to four in a litter and already covered with hair. In two or three days, their eyes open and the young rabbits start taking their first, tentative steps. They will remain in the area of the nest for a few more days, then will disperse to feed on their own.

A swamp rabbit nest is usually built on the ground. It may be concealed by thick weeds or the edge of a brushpile or may be hidden under a fallen branch or log. It is not elaborate . . . maybe only a few weeds pulled around the edge of a slight depression . . . but it is made comfortable with a soft lining of fur pulled from the mother's belly.

The female spends two or three days building her nest. During this time, males start courting her again. After about forty-five minutes in the nest giving birth, she may mate again immediately and, if this is the case, will probably have another litter in early summer. ■

Friday, March 22 9:00-10:30 am
Patricia McGill Smith

TITLE: HOW TO BRING ANYBODY TOGETHER WHEN YOU ARE FAR AWAY FROM EVERYBODY

> The parents of children with disabilities realized that as much as anything else they desperately needed the companionship of other parents with similar problems, in order not only to share knowledge of how to help their children, but to overcome the painful sense of inferiority and isolation, of "being different". The blessed sense of acceptance they received gave them the optimism and energy necessary to tackle the other problems.

So writes Dr. Benjamin Spock in the introduction to Peggy Pizzo's book, Parent to Parent (Boston: Beacon Press, 1983). But what happens to people when the companionship of other parents with similar problems is not available because of distance or the rarity of the handicap, or many other factors? And without organized support, how do new parents find the optimism and energy "necessary to tackle the other problems"? This presentation will present case studies of what parents who are isolated, who live in the very rural areas of the country, have done and are doing to help themselves and help others with the challenges of parenting children with handicaps. The case studies will include parents dealing with relatively common handicaps (e.g., mental retardation, spina bifida) and with rare syndromes. The recounting of their early experiences upon first diagnosis and on-going interactions with the professional community will illustrate principles for better communication and collaboratively working relationship between parents and the professional community.

Information for this presentation will be gathered at the National Information Center for Handicapped Children and Youth (NICHCY). The Center is a Clearinghouse for parent questions and concerns, and provides information and technical assistance to parents interested in specific disabilities, in parenting, in accessing social services for their families and in organizing parent to parent support groups. This information will be organized to reflect the best information available in rural areas.

Friday, March 22, 9:15-10-30 am
Joe B. Hassell

FORM B

PROPOSAL ABSTRACT

Title: Louisiana's model of local, regional and state human service agencies working together to provide a network of services for the client which cannot be provided in the natural home and/or through local community resources.

This workshop will present Louisiana's model of two out-of home placement tracks used as a cooperative effort by local, regional and state agencies to provide appropriate services for handicapped individuals.

Specifically the two tracks are: 1) the Regional Review Committee Placement Process for treatment, habilitation and care, and 2) the Out-of-District Educational Referral/Placement Process.

In discussing these two placement tracks the organization, administration and function of each track will be reviewed. The presenter will also discuss the cooperative effort by various agencies to provide needed services to clients. The presentation will include information on the type of clients served; intake, assessment, and case study; appropriateness of referral placement and/or services; and the types of facilities where clients are referred.

In addition, the presenter will provide the workshop participants with a copy of two handouts which he developed for distribution in Louisiana. These two handouts are entitled: Questions and Answers about Education and the Regional Review Committee Process and A Guide for Educational Out-of-District Referral / Placement.

Visual aids will be used in the presentation to help the participants better understand Louisiana's network of services for the client.

This workshop presentation should also give emphasis to how Louisiana has assisted rural sections of the state in the delivery of human services

Joe B. Hassell

Joe B. Hassell
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Special School District #1
State Department of Education
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Baton Rouge, Louisiana 70802

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Hilda Hursh Friday, March 22, 9:15 - 10:30 am

West Virginia University

University Affiliated Center
College of Human Resources & Education
304 293-4692/6220/3350
509-508 Allen Hall
P.O. Box 6122
Morgantown, WV 26506-6122

FEB 25 [illegible]

February 21, 1985

American Council on Rural Special Education
Western Washington University
Bellingham, WA 98225

Dear Ms. Schwartz:

This is a brief abstract describing the panel presentation entitled "Training Early Interventionists in the Rural State of West Virginia." The participants are: Hilda Hursh (chairperson); Louise Kaczmarek; April Beavers and Wanda Radcliffe.

This panel is directed towards persons who are involved in the training of services providers in rural settings. This panel will discuss different ways of meeting the training needs of service providers in the rural state of West Virginia. The various forms of training that will be discussed are: 1) individualized teachers training in a rural setting based on a newly developed competency-based program at West Virginia University; 2) interagency collaboration in providing summer training institutes; 3) technical assistance to infant-preschool programs provided throughout the state; and 4) funding, monitoring, and evaluating the training of program staff within a rural state.

Sincerely,

Hilda Hursh

Hilda Hursh
Early Childhood Developmental
Specialist

HH:smc

Friday, March 22, 9:15 - 10:30am
Rhea Schwartz

A Professional Instructional System

RURAL TEACHERS

RESPOND/READ/REPLICATE/REPORT

There is nothing more rewarding to a teacher than when a child learns and can communicate this learning to others. The very same gratification is present in the continuing education classes offered for university credit in the rural counties surrounding Tallahassee, Florida.

Although the courses offered are designed to build on the skills of special education teachers, a myriad of different educational personnel are, in fact, the recipients of this instruction. Therefore, in order for the instructor to replicate the very skills needed nor the instruction of exceptional children in the special class, the resource room, the regular class, the clinical setting, or the institutions, a needs assessment occurs which delineates exactly what the population present perceives as their learning needs. This is followed by a task analysis by which the learning components are grouped. Discussion ensues as to the appropriate methods for imparting information and the criteria and grading scale to be used -- and the course is launched.

Since these rural teachers have little access to major libraries and/or professional materials and periodicals, continuing education courses order relevant materials from a State extension library so that current literature is available on the given topics. This instructor travels with a collection of various journals and periodicals pertinent to the needs assessment that will meet the objectives of the teachers for their learning purposes.

The teachers choose the journals each week in terms of the topical outline that was developed and the particular need for improvement in instruction that they need for their own class. Each week these teachers replicate the article that they have read in some related form in their classroom and report it verbally to their colleagues.

This session will address some of the research techniques and results that real teachers have performed in their real classrooms. These will deal with changing instructional formats, use of different materials, varying verbal interactions, alternative seating arrangements, and others.

Of most importance to this instructor is the overwhelming enthusiasm that each teacher brings to the course via their individual participation and communication in applying classroom research to his/her own perceived teaching needs.

Rhea Schwartz, Ph.D.
Florida A&M University
Tallahassee, Florida 32307

Friday, March 22, 10:30 - 11:45am
Marilyn Kay Johnson
Cheryl Amundson

TITLE: Distance Education: A Unique Blend of Technology and Pedagogy to Train Future Special Educators

PRESENTERS: Marilyn Kay Johnson, Ph.D., Chairperson, Special Education Program, University of Alaska, Anchorage

Cheryl Amundson, M.Ed., Doctoral Student in Educational Technology, Concordia University, Montreal, Quebec, Canada

"Distance Education" is the accepted generic term for a broad range of educational practices around the world which are characterized by a separation of teacher from learner, and a reliance upon technology for bridging that distance. The successful uniting of appropriate pedagogy with technology determines the success of any distance education efforts. The urgency and genuine desire to deal with unmet needs in rural special education has promoted the development of teacher training models and materials which may be destined to low usage, and in some cases failure because they have not heeded the research literature in either technology or pedagogy which describes the pitfalls of much non-traditional distance education. A careful review of literature concerned with teacher education with distance education models in the United States and developing nations will form the foundation of this presentation. This presentation will:

1) Develop an understanding of the basic concepts associated with the field of distance education

2) Review a grid which compares research findings in pedagogy and technology with recommended practices in distance education

3) Discuss content in special education teacher training which best fits distance education

4) Exchange practices for successfully uniting pedagogy and technology

Both presenters have been actively involved in integrated models using distance education and advanced technology in rural special education teacher training. They have successes as well as failure experiences to share with the participants. The presenters remain excited about the prospects of distance education for special education teacher training, but at the same time, they are cognizant of what literature and experience relates about getting the "right mix" between pedagogy and technology.

Friday, March 22, 10:30 - 11:45am

PRESENTATION ABSTRACT

"Off campus courses as Personnel Preparation Options"

by

Louis Brown & Archie McKinnon

The purpose of this presentation is to describe two programs from an array of programs offered by a midwestern university in a rural state. Emphasis of the presentation will be on personnel preparation issues in off-campus programming.

The University offers a wide array of off-campus programs *that include the two we will present in detail. The oldest program option, Guided Correspondence Study, and the newest, Telebridge coursework are different in their format, however, serve to emphasize some of the personnel training issues relevant to off-campus coursework. These issues may also be seen in on-campus coursework. These issues include the need for presentation of knowledge in a well organized format, opportunities for students to demonstrate knowledge acquisition or practice of new skills, opportunity for feedback and course evaluation.

We will make a detailed presentation of the organization and format of these two modes of instruction, illustrated by overlays, and samples of resource materials necessary to successfully implement them. The assets and liabilities of both of these instructional approaches will be highlighted.

*(Saturday & evening classes; Bachelor of Liberal Studies; Guided Correspondence Study; off-campus courses; and Telebridge courses.)

Friday, March 22, 10:30-11:45 am
Philip Lyon
AnnBeth Deily
Richard Medved

This presentation will describe a proposed program to train senior citizens as volunteers to work with handicapped individuals in rural and suburban school districts. A total of sixty volunteers, five to ten of whom will serve as trainers of other volunteers when they have completed their training. This multiplicative effect should allow for greater numbers of senior citizens to be trained. This basically will serve as a model program and result in a network of training systems and personnel to assist school districts in providing more comprehensive services to handicapped children.

A description of the training areas, site selection process and the benefits that can accrue from the project will be described. The differences in implementing the program in suburban as well as rural school districts will be discussed.

Carolyn Shelton Friday, March 22, 10:30 - 11:45am

The Kansas Facilitator Paraprofessional Training Project: A Statewide Network for Inservice Delivery in Rural Areas in the State of Kansas

Since the beginning of the paraprofessional training program in 1976, the state of Kansas has been committed to providing preservice and inservice training for the 2,546 paraprofessionals working in urban and rural areas in the state of Kansas. The Kansas model for training paraprofessionals has gone from 200 paraprofessionals in 1978 to approximately 2,500 paraprofessionals in 1983-84. The statewide inservice model owes its great success in part to state reimbursment for paraprofessionals, to its advanced and sophisticated statewide permit system, to the ever-increasing roles of IHE's, and to expanding inservice networks across both urban as well as rural school districts within the state of Kansas. In 1983-84, 803 paraprofessional workshops were conducted in the LEAs, while 2,121 paraprofessionals or 57% of the paraprofessionals in Kansas received state sponsored inservice training. The state of Kansas has been a forerunner in the area of paraprofessional training, in that Kansas is the only SEA in the country to provide full time personnel to work exclusively with the special education paraprofessional.

Webster's Dictionary defines the term "para" as (one) who assists "along side of." So it is that in Kansas, the paraprofessional works along side of and under the direction of the special education teacher in every categorical area. The primary responsibility of the paraprofessional is one of follow-up instruction under the direction of the classroom teacher. Based on a "trainer of trainers" model, the paraprofessional program is based on mandatory preservice and inservice hours and/or college hours accumulated from year to year.

Within the framework of rural education in Kansas, the paraprofessional has been found to be a very cost effective alternative in rural areas where it may be difficult to employ special education personnel to effectively meet the needs of the special education student. The paraprofessional who completes mandatory preservice/inservice and/or college hours and works under the direction of the special education classroom teacher in Kansas is an excellent resource for the provision and extension of services to students in rural areas.

The focus of this proposed one and one-half hour session will be to acquaint SEA personnel, administrators, teacher educators, teachers, paraprofessionals, school board members, and other interested participants with a rural preservice and inservice model for effectively training the special education paraprofessional. Media and materials related to effectively training paraprofessionals working in rural areas will be presented. Packets of information relative to developing an effective preservice and inservice training program at the local level will be disseminated.

The following is an outline that will be presented during this proposed one and one-half hour session:

I. The Roles and Responsibilities of Paraprofessionals Working in Rural Areas.
II. Legal Issues Related to Paraprofessionals Working in Rural Areas.
III. Examples of exemplary rural paraprofessional staff development programs.
IV. Examples of media and materials that are applicable for paraprofessional preservice/inservice training in a rural setting.
V. Ample time for discussion regarding the Kansas Facilitator Paraprofessional Training Program and Rural Staff Development Delivery Models.

An overhead projector, a screen, slide-tape equipment, and 3/4" VHS video equipment will be necessary for this proposed one and one-half hour presentation.

CS/SEBE/9

ABSTRACT

A Statewide Network for Special Education Paraprofessional Preservice and Inservice Training

This project proposes to expand and refine a statewide training network for special education paraprofessionals using a "facilitator model" approach. This network will provide assistance to meet the present needs and priorities in the area of paraprofessional training in Kansas and selected Midwestern states which cannot be adequately met by the local education agencies. This proposed project will develop and implement training activities for professionals and paraprofessionals by emphasizing the following major components:

(1) refinement of a statewide training network for special education paraprofessionals;

(2) provision of generic training and technical assistance program support for local education agencies;

(3) development of a model for paraprofessionals, volunteers, and parent advocates in special education programs which will emphasize a coordination of project activities particularly in the areas of recruitment and training;

(4) provision of specialized training for paraprofessionals in specific priority topic areas (ie computer use, first aid prodedures, behavior management, precision teaching);

(5) utilization of new technological resources in Kansas and the Midwest for training techniques paraprofessionals (ie Telenet and SpecialNet);

(6) provision for the specialized training of paraprofessionals who work in infant developmental and home-based programs, severely multiply handicapped programs, bilingual special education classes, special assistance programs for migrant and American Indian children, and paraprofessionals working in vocational transitional work-placement and community-based programs;

(7) recruitment and training of handicapped persons in the community to work as paraprofessionals in special education programs;

(8) formulation and adoption of a core curriculum for preservice paraprofessional community college programs;

(9) development of training sequences and materials for helping teachers to work more effectively with the paraprofessional to be used at the preservice and inservice levels;

(Over)

(10) initiation of research related to paraprofessional training in the areas of the impact of training, the effectiveness of the teacher/para team and the cost-effectiveness of paraprofessional programs;

(11) identification through the statewide compliance process and the evaluation plan training gaps related to the area of paraprofessionals which will become a part of Kansas Comprehensive Personnel Preparation Plan;

(12) development of materials and media for use in training administrators, teachers, and paraprofessionals which will supplement the activities of the statewide network;

(13) formulation of a consortium of midwestern states for the purpose of delivering training to paraprofessionals and other staff;

(14) distribution and dissemination of information about the Kansas statewide training network through conferences, printed materials and media; and

(15) provision of technical assistance to other states to adapt or adopt the "facilitator model" used for training paraprofessionals in Kansas.

PROPOSED OBJECTIVES AND ACTIVITIES

FOR THE SECOND YEAR -- 1985-86

Building on the second year, all of the proposed objectives and activities for Year One will be revised, continued, or deleted. Those revised or deleted will be noted in the continuation application. The "new" activities for the Second Year (1985-86) are enumerated under each objective.

Objective 1. to expand and refine the development of a statewide training network for special education paraprofessionals.

Timeline: On-going throughout project year. Implementation dates for activities are in proposed calendar.

Staff Responsible	Activities
Project Director Assistant Project Director	1.1 Statewide Network. The training and communication network will be strengthened through the use of on-going evaluation information. Leadership toward institution of program requirements, paraprofessional approval, and program direction will continue to be the responsibility of the Kansas State Department of Education. The retention and expansion of the local facilitators who will continue to serve as local trainers and communication links will be a primary activity.
Project Director Assistant Project Director	1.2 Facilitator Training. At least "two" facilitator workshops and other communication activities will be conducted so that each facilitator will be competent to work with community college personnel to meet future training needs and to carry on local inservice activities.
Assistant Project Director	1.3 Paraprofessionals as Facilitators. There will be at least "ten" percent of the facilitators who are paraprofessionals. They will be recruited on an annual basis.

Assistant Project Director	1.4 Continued Support of the Paraprofessional Newsletter as a Paraprofessional Memo. At least three paraprofessional "memos" will be disseminated on an annual basis. These memorandums will be written by paraprofessionals and directed to paraprofessionals as a necessary communication link. (See Appendix G for an Example of a Paraprofessional Memorandum.)
Project Director Assistant Project Director	1.5 Informational Meetings with Educators. Local educators will be advised of the state program network in at least one (1) one-day formalized meeting or workshop.
Project Director Assistant Project Director	1.6 Advisory Committees for the Project. At least two advisory groups (the Advisory Committee and the Paraprofessional Planning Committee) will be formed to assist with decision making and program direction on the project's activities. The members will be from the following constituents: paraprofessionals, teachers, principals, superintendents, community college personnel, college and university staff, institutional personnel, Social and Rehabilitation Services, union leaders, private facility staff, and the private college sector. Meetings will be conducted at least "once" a year to assure continuity and interest.
	1.7 Conference of Resource Persons. One (1) one-day conference of all individuals involved in the program will be conducted to establish new guidelines, review procedures, and evaluate program progress.

Objective 2. To provide generic paraprofessional training and program support for local school districts, institutional settings, and private facilities.

Timeline: On-going throughout school year. Specific activity dates cited on calendar.

Staff Responsible	Activities
Project Director Assistant Project Director	2.1 Paraprofessional Planning Committee. A paraprofessional planning committee will be organized and meet at least "once" annually to plan the regional and state conferences. Formalized needs assessment of training program areas will be a part of this process.
Facilitators	2.2 Continuation of LEA Paraprofessional Workshops. There will be an estimated 300 local workshops for paraprofessionals annually. Most of these workshops will be conducted by the facilitator in each district. The emphasis of the workshop will be on the role of the paraprofessional, the development of the statewide training network, communication among paraprofessionals, teacher-paraprofessional relations, and the curricula to be used in preservice paraprofessional training programs offered by community colleges.
Project Director Assistant Project Director	2.3 Regional Paraprofessional Workshops. There will be at least four (4) regional workshops for paraprofessionals sponsored directly by the State Department of Education. The content will focus on issues which affect paraprofessionals across the state such as legal areas of concern,

administrative procedures, and personal growth issues. (See Appendix N for Agendas from Paraprofessional Regional Workshops)

Objective 3. To provide training for paraprofessionals for specialized special education programs; paraprofessionals working in vocational programs - transition from school to work.

Timeline: Accomplished by April, 1986.

Staff Responsible	Activities
	3.1 An Assessment of the Skills and Competencies Needed by the Targeted Areas for Training Will Be Implemented.
	3.2 Training Programs Emphasizing the Paraprofessional Working in Vocational Programs who Deal with Students in Transitions from School to Work. Learning activities for paraprofessionals working with vocational education students will be presented in all regional and statewide workshops. Special training sessions for area vocational-technical schools will supplement the training.

Objective 4. To establish standardized academic programs for the state's community colleges for preservice and inservice training (those already employed pursuing college credit) of special education paraprofessionals.

Timeline: Accomplished by March, 1986.

Staff Responsible	Activities
Project Director Assistant Project Director	4.1 Regional Meetings will be Conducted with Community College Personnel. One (1) additional community college will establish a paraprofessional training sequence based on the core curriculum.

Project Director Assistant Project Director Community College Facilitators	4.2 Develop a Core Curriculum for Paraprofessionals. (Example in Appendix S)
Community College Facilitators	4.3 Install the Core Curriculum in Each of the Participating Community Colleges.
Project Director Community College Facilitators	4.4 Initiate the Development of Common Curriculum Materials. Include specific competencies for paraprofessionals and practicum experience guidelines.
Materials Specialist	4.5 Core Curriculum Analysis. Monitoring, evaluation, and refinement of the core curriculum and the curriculum materials will take place during year two and three.

Objective 5. To intiate research to assess the effectiveness of the impact of training on the paraprofessional in the classroom, the effect of the teacher/para team on the progress of the students, and the cost-effectiveness of paraprofessional programs.

Timeline: Accomplished by May 15, 1986.

Staff Responsible	Activities
Project Director Assistant Project Director	5.1 On-Site Visits. The program staff will continue the policy of making on-site visitations and evaluations. The results will be used in program evaluation and in validation of the effectiveness of inservice training for paraprofessionals. At least one-third of the cooperatives/LEAs will be visited annually.

Project Director Assistant Project Director	5.2 Program Assistance. Program staff will provide assistance not only in training, but in evaluation, supervision, and monitoring of paraprofessional programs on a continual on-going basis.
Project Director Assistant Project Director	5.3 Approval Process Procedures. The project staff will assist each Local Education Agency and provide technical assistance in organizing the machinery for approval of their special education paraprofessionals.
Staff Secretary	5.4 Data Reporting. Relevant data will be reported to LEAs on paraprofessional numbers, hours of inservice, permit levels, and numbers of workshops summarized from end-of-year data forms.
Evaluator All Project Staff	5.5 Research Evaluation. As part of the evaluation for the project, a research study will be conducted each year which studies one of the areas identified in Objective 5.

Objective 6. To establish consistent training sequences of the skills and knowledge needed by teachers and administrators to work effectively with paraprofessionals for the state's four-year teacher training institutions to be used at the preservice and inservice levels.

Timeline: On-going throughout project year. Implementation dates are in proposed calendar.

Staff Responsible	Activities
Project Director	6.1 Planning Conferences with University and College Faculty. Three (3) one-day meetings with college special education staff will be conducted.
Project Director	6.2 Initiate a Course/Unit Development. The project staff will then work (and continue to work) with this committee

Staff Responsible	Activities
Assistant Project Director College and University Facilitators Materials Specialist	on a plan to develop and to install preservice and inservice courses on "working with paraprofessionals" and needed curriculum materials will be developed.
College and University Facilitators	6.3 Adoption of Curriculum Content. The plan will outline the necessary steps to begin to implement additional course offerings in the second and third project years at the participating postsecondary schools.

Objective 7. To develop curricula materials and media for use with administrators, teachers, and paraprofessionals.

Timeline: Accomplished by May 31, 1986.

Staff Responsible	Activities
Project Director	7.1 Materials and Media on Paraprofessional Training. The State Department of Education will continue development of inservice training materials. The training package will be based upon the "accepted" statewide competencies and the training skills necessary to meet these competencies. Specialized media/materials will be developed for the targeted special populations defined in Objective 3 and targeted specialized training defined in Objective 9.
Project Director Assistant Project Director	7.2 Field-Testing of Materials. After being reviewed by the facilitators, the materials and media will be field-tested in at least one-third of the LEAs participating in the training project.

Assistant Project Director	7.3 Resource Bank. The resource bank housed in the State Department of Education will be expanded. A card file and index system will help provide access to materials and media contained in the resource bank.
Community College Facilitators Media/Materials Specialist	7.4 Curriculum Materials for Community College Programs. Necessary curriculum materials to train paraprofessionals will be developed to implement the "core curriculum" determined by the "Coalition of Community Colleges."
Project Director Media/Materials Specialist	7.5 Media and Materials Monitored. Items will be continuously updated so that they remain current and relevant.

Objective 8. To actively recruit and train handicapped persons in the community to work as paraprofessionals in special education programs.

Timeline: On-going throughout project year.

Staff Responsible	Activities
Project Director Facilitators	8.1 Formalize a Recruitment Strategy. Develop and implement a system for recruiting handicapped persons as paraprofessionals.
Project Director Facilitators	8.2 Formalize Placement Procedures. Develop procedures for placing handicapped persons in appropriate special education settings.
Project Director Assistant Project Director Facilitators	8.3 Implement Training Activities. Involve these paraprofessionals in training provided by the districts and the state.

__Objective__ [illegible] To train paraprofessionals in specific priority topic areas (i.e., computer [illegible] first aid procedures, behavior management, and precision teaching) using whenever possible new technological resources in Kansas (i.e., Telenet and Specialnet).

__Timeline__: On-going throughout project year.

__Staff Responsible__	__Activities__
Assistant Project Director	9.1 __An Assessment of the Skills and Competencies Needed by the Targeted Areas for Training Will Be Implemented__.
Assistant Project Director	9.2 __Training Programs Which Relate to the Priority Areas Will Be Implemented__. Focus this year will be on first aid procedures.

__Objective 10__. To develop a model for coordinating SEA special projects in the areas of paraprofessional, volunteer, and parent advocate recruitment and training.

__Timeline__: On-going thorughout project year.

__Staff Responsible__	__Activities__
Project Director	10.1 __Participate in Project Coordination Meetings at the SEA Level__. Attend meetings of the Project Coordination Committee to facilitate planning and integration of activities.
Project Director Facilitators	10.2 __Coordinate Recruitment Strategies for All Groups Involved__. Develop and implement a system of recruitment for persons interested in working as a paraprofessional, volunteer, or parent advocate.
Assistant Project Director Facilitators	10.3 __Coordinate Training Activities for All Groups Involved__. Implement training activities which will be applicable and appropriate for all groups involved at the district, regional, and statewide levels.

Objective 11. To organize a consortium of midwestern states for the purpose of delivering training to paraprofessionals and professional staff.

Timeline: On-going throughout project year.

Staff Responsible	Activities
Project Director	11.1 Identify a Liaison in Each Participating State.
Assistant Project Director	11.2 Initiate a Needs Assessment Process in Each State.
	11.3 Initiate Training Activities.
State Liaisons	
	11.4 Evaluate the Effectiveness of the Training Activities.
Evaluator	
	11.5 Convene the State Liaisons. Meet twice annually to assess the progress of the region in meeting the training needs identified in each state.

Objective 12. To expand state and nationwide information and technical assistance dissemination of the Facilitator Model Concept.

Timeline: On-going throughout project year.

Staff Responsible	Activities
Project Director	12.1 National Presentations. The program administrators will continue giving national workshops on a limited basis to any state, LEA, community college, or agency considering the implementation of a statewide paraprofessional training network or adopting Kansas' training methods.
Project Director SEA Information Director	12.2 Dissemination Activities. Dissemination activities by the State Department of Education and the program staff will be continued in order to encourage other states to adopt a similar statewide approach or to train parapro-

fessionals or any group of personnel working with paraprofessionals. Cooperation will be given to the services provided by the National Resource Center for Paraprofessionals in Special Education as an avenue for disseminating training media, materials, and procedures not available through the Facilitator Project.

Project Director

Assistant Project Director

12.3 **Cooperation with Organizations Involved in Paraprofessional Training and Programs.** To continue cooperation with organizations involved in paraprofessional training and programs on field-testing curricula, training modules, and participating in regionally-based and national workshops for training paraprofessionals and trainers.

Friday, March 22, 10:30-11:45 am
James W. Lineberger

PROJECT RESHAPE

A Process Model for Rural Service Delivery to the Severely Handicapped

Presenters shall demonstrate Georgia's Project RESHAPE model for upgrading the interagency service delivery system for severely handicapped, including a scan-tron needs assessment format. Local service delivery systems with varying needs can implement the model of target goals and better practices to achieve these goals in five clusters: preschool, vocational residential, information, and interagency needs.

Because all states have individual local service capacities and needs, the Project RESHAPE process model can help rural or urban systems use resources more efficiently via interagency collaboration.

THe demonstration shall report on field test results in Georgia, shall demonstrate the needs assessment and implementation process, and shall provide time for dialogue with rural service providers.

The three year scope of Project RESHAPE has included current interagency service delivery analysis, as well as data documentation. An interagency team developed the model for field testing at loc[illegible] sites.

Target audience members might include state, regional, and local administrators and direct service personnel. Interagency collaboration will be emphasized; therefore, a variety of service providers will benefit from this presentation.

James W. Lineberger
Project Director

February 1985

Q. What Do All These Groups Have In Common?

- Atlanta Area School for the Deaf
- Autistic Group Training Home
- Bartow County Alliance for Children
- C.H.A.R.L.E.E. Homes
- Community Agency Coordinating Council, Inc.
- Council for Children, Inc.
- DeKalb County School system
- Department of Education
- Department of Human Resources: Divisions of
  - Family and Children Services
  - Mental Health and Mental Retardation
  - Public Health
  - Rehabilitation Services
  - Youth Services
- Department of Offender Rehabilitation
- Developmental Disabilities Council
- Georgia Academy for the Blind
- Georgia Association for Retarded Citizens
- Georgia Alliance for Children
- Georgia School for the Deaf
- Georgia State University
- Georgia Learning Resources System
- Governor's Council on MH/MR
- Private Citizens
- Psychoeducational Network
- Troubled Children's Committee
- Trust Company of Georgia
- University of Georgia

A. They helped SHAPE PROJECT RESHAPE.

For more information on
PROJECT RESHAPE,

Write or Call:

James Lineberger, Director, Project RESHAPE
Georgia Department of Education
1966 Twin Towers East • Atlanta, Ga. 30334
404/656-2425
(GIST) 221-2425

Project RESHAPE offers various levels of involvement:

- quarterly newsletter mailed to you;
- invitation to participate in focus session seminars;
- selection to pilot ideas for improved community service for Autistic, Severely Mentally Handicapped, Severely Emotionally Disturbed, Deaf-Blind, Severely Orthopedically Handicapped.

Produced by Project RESHAPE under FEDERAL CONTRACT No. 300-82-0351 with the U. S. Department of Education.

PROJECT RESHAPE

A cooperative effort between the Georgia Department of Education, Department of Human Resources, Department of Offender Rehabilitation, and community leaders to coordinate delivery of services to severely handicapped children and youth.

What Is Project RESHAPE?

Project RESHAPE is 1 of 5 nationally funded projects designed to upgrade services by developing partnerships among groups which currently serve severely handicapped children and youth.

What Does It Do?

Project RESHAPE facilitates communication among the Georgia Departments of Education, Human Resources, Offender Rehabilitation, and key community leaders. Members of each of these groups from around the state have cooperated in 7 task forces. The result of their efforts is to help your organization provide less time consuming, more closely targeted services to your clients.

Can Project RESHAPE Show Me How To....

Q. Expand services for my clients?

A. YES!

- Where to get help quickly.
- Increase your services.

Q. Keep up with the latest trends and techniques?

A. YES!

- Newsletter: legislation; innovative programs; new approaches and ideas.
- Tap into statewide network.
- Meet with colleagues and exchange ideas.

Q. Increase community support for my program?

A. YES!

- Public awareness campaign; news articles.
- Promotion of contacts with state leaders.
- Liaison between your organization and local media.
- Information on successful community outreach campaigns.

Q. Establish direct line of communication with decision-makers who affect my work?

A. YES!

- Spotlight success stories from your organization in publication reaching decision-makers.
- Statewide network to gather information about your needs and seek assistance from policy-makers.

Q. Do more for my clients in less time?

A. YES!

- Computerized Needs Assessment quickly targets your specific needs.
- Process for addressing your needs immediately.
- Travel to view exemplary programs.

Q. Divert and diffuse client crisis situations?

A. YES!

- Organized approach to cutting through "red tape"
- Information on programs dealing with critical issues.
- Liaison among all organization that work with your clients.
- Learn what others do in similar situations.

Q. Find out what's working and what's not?

A. YES!

- 175 effective programs identified by professionals.
- Names, locations, and services of those who can help you.
- Specific information on vocational, residential, and preschool services.

Q. Be recognized for outstanding service to the severely handicapped?

A. YES!

- Press releases to local and regional newspapers to inform community about successful programs.
- Highlight programs at key state meetings of leaders in your organizations: Special Ed. Advisory Panel, Governor's Council on MH/MR, etc.

Q. Show services have been improved for my agency's clients?

A. YES!

- Evidence documenting increased services.
- Forum to present findings on successful practices.
- Research assistance provided to pilot projects.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

4. STUDENT I.D. # ______________________

PRIMARY TEACHERS DO NOT FILL IN I.D. #
SECONDARY TEACHERS SKIP TO ITEMS 10-11.

MONTH		DAY				YEAR			
JAN	SEP	1	9	17	25	60	68	76	84
FEB	OCT	2	10	18	26	61	69	77	85
MAR	NOV	3	11	19	27	62	70	78	86
APR	DEC	4	12	20	28	63	71	79	87
MAY		5	13	21	29	64	72	80	88
JUN		6	14	22	30	65	73	81	89
JUL		7	15	23	31	66	74	82	90
AUG		8	16	24		67	75	83	91

5. BIRTH DATE ________ / ________ / ________
MONTH DAY YEAR

GRADE		SCHOOL CODE			
K	9	0	0	0	0
1	10	1	1	1	1
2	11	2	2	2	2
3	12	3	3	3	3
4		4	4	4	4
5		5	5	5	5
6		6	6	6	6
7		7	7	7	7
8		8	8	8	8
		9	9	9	9

SEX
- M
- F

RACE
- BLACK ☐
- WHITE ☐
- HISPANIC ☐
- AM. INDIAN ☐
- OTHER ☐

PRIMARY HANDICAP	
MI ☐	DF ☐
MO ☐	IH ☐
SM ☐	SI ☐
BD ☐	GF ☐
LD ☐	DB ☐
HH ☐	OH ☐
BL ☐	
PS ☐	

6. GRADE ______________

SCHOOL ______________

SCHOOL CODE ______________

SEX ______________

RACE ______________

PRIMARY HANDICAP ______________

ENTRY DATE

MO	DAY			YR
JAN	1	13	25	82
FEB	2	14	26	83
MAR	3	15	27	84
APR	4	16	28	85
MAY	5	17	29	86
JUN	6	18	30	87
JUL	7	19	31	88
AUG	8	20		89
SEP	9	21		90
OCT	10	22		91
NOV	11	23		92
DEC	12	24		93

TERMINATION DATE

MO	DAY			YR
JAN	1	13	25	82
FEB	2	14	26	83
MAR	3	15	27	84
APR	4	16	28	85
MAY	5	17	29	86
JUN	6	18	30	87
JUL	7	19	31	88
AUG	8	20		89
SEP	9	21		90
OCT	10	22		91
NOV	11	23		92
DEC	12	24		93

7. ENTRY DATE ________ / ________ / ________
MONTH DAY YEAR

TERMINATION DATE ________ / ________ / ________
MONTH DAY YEAR

DATE LAST PSYCHOLOGICAL

MONTH			YEAR	
JAN ☐	MAY ☐	SEP ☐	79	83
FEB ☐	JUN ☐	OCT ☐	80	84
MAR ☐	JUL ☐	NOV ☐	81	85
APR ☐	AUG ☐	DEC ☐	82	86

DATE LAST STAFFING

MONTH			YEAR	
JAN ☐	MAY ☐	SEP ☐	81	85
FEB ☐	JUN ☐	OCT ☐	82	86
MAR ☐	JUL ☐	NOV ☐	83	87
APR ☐	AUG ☐	DEC ☐	84	88

8. DATE LAST PSYCHOLOGICAL ________ / ________
MONTH YEAR

DATE LAST STAFFING ________ / ________
MONTH YEAR

RELATED SERVICE

PT ☐	OT ☐	APE ☐	T ☐
C ☐	I ☐	O ☐	

MARK THOSE WHICH APPLY
- ☐ SPECIAL K
- ☐ NO PRIMARY SERVICE
- ☐ NO SECONDARY SERVICE
- ☐ STATE SCHOOL
- ☐ INSTITUTIONS
- ☐ DHR CENTER
- ☐ PRIVATE PLACEMENT

9. RELATED SERVICES ______________________

MARK THOSE WHICH APPLY:
- ( ) SPECIAL K
- ( ) NO PRIMARY SERVICE
- ( ) NO SECONDARY SERVICE
- ( ) STATE SCHOOL
- ( ) INSTITUTIONS
- ( ) DHR CENTER
- ( ) PRIVATE PLACEMENT

TEACHER I.D. #

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DELIVERY METHOD S ☐ I ☐ R ☐ N ☐ V ☐

FUNDED STATE ☐ FEDERAL ☐ LOCAL ☐

TREATMENT RECEIVED FULL ☐ PART ☐ WAIT ☐

TEACHER TIME SPENT FULL ☐ HALF ☐

10. TEACHER NAME ______________ **TEACHER ID #** ______________

DELIVERY METHOD ______________

FUNDED BY ______________

DEGREE OF YOUR TREATMENT RECEIVED BY THIS STUDENT ________

AMOUNT OF YOUR TIME SPENT RENDERING THIS TREATMENT ________

SECONDARY HANDICAP *(CODE ONLY ONE)*

MI ☐	MO ☐	SM ☐	BD ☐	LD ☐	HH ☐	BL ☐	PS ☐
DF ☐	IH ☐	SI ☐	GF ☐	DB ☐	OH ☐	RVI ☐	

11. SECONDARY HANDICAP THIS STUDENT HAS THAT YOU SERVE ______________

TO BE CODED BY PROVIDERS OF THIS SECONDARY SERVICE

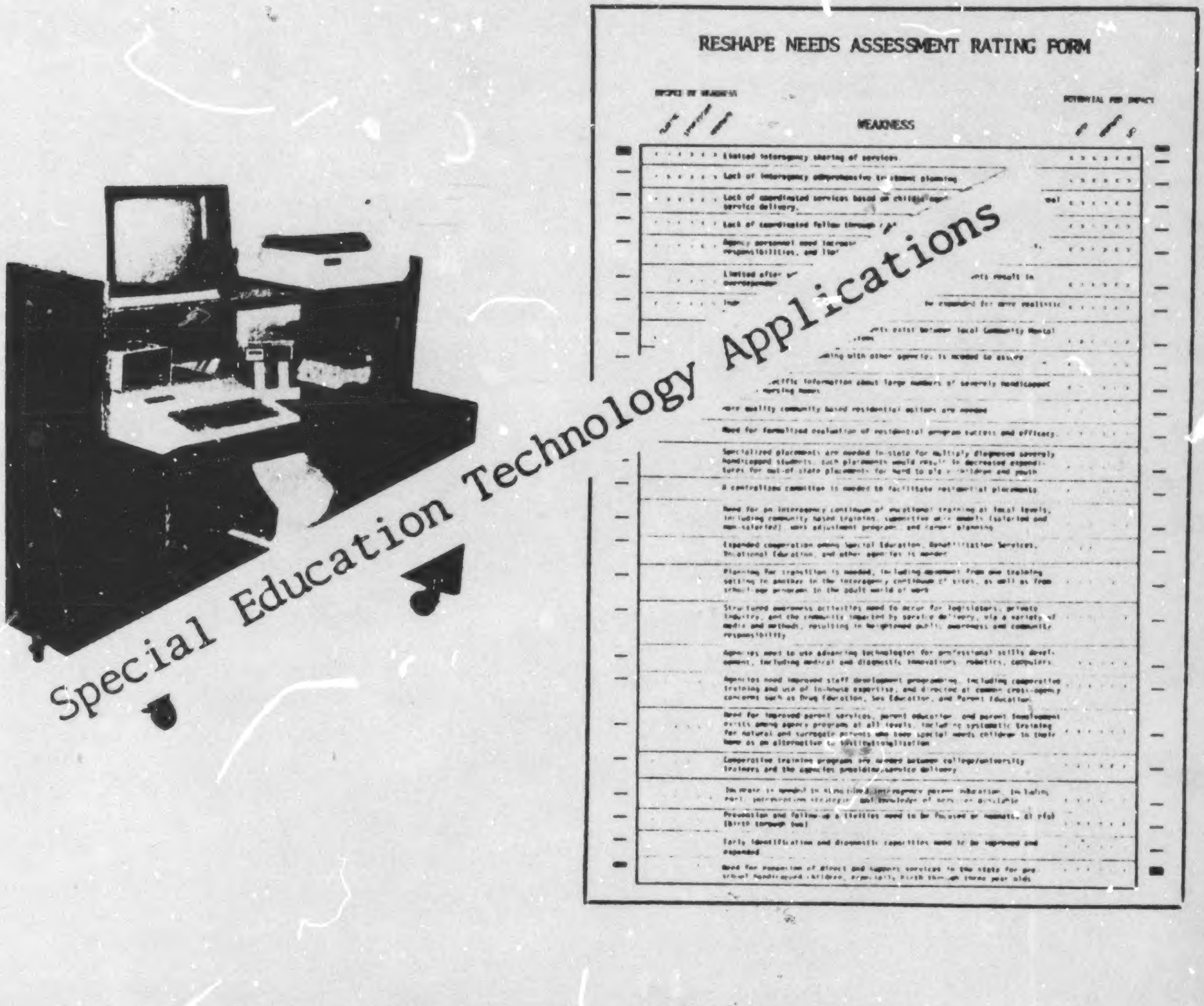
FEED THIS DIRECTION

BEST COPY AVAILABLE

PROJECT RESHAPE

ACRES CONFERENCE

March 22, 1985



RESHAPE NEEDS ASSESSMENT RATING FORM

WEAKNESS

Special Education Technology Applications

Project Director: James Lineberger

Project Researcher: Willard Crouthamel

RESHAPE NEEDS ASSESSMENT RATING FORM

DEGREE OF WEAKNESS

POTENTIAL FOR IMPACT

GLARING	SIGNIFICANT	MODERATE	WEAKNESS	HIGH	MODERATE	LOW
○	○	○	Limited interagency sharing of services.	○	○	○
○	○	○	Lack of interagency comprehensive treatment planning.	○	○	○
○	○	○	Lack of coordinated services based on child's needs, resulting in piecemeal service delivery.	○	○	○
○	○	○	Lack of coordinated follow through on behalf of individuals.	○	○	○
○	○	○	Agency personnel need increased awareness of roles, available services, responsibilities, and limitation of each agency.	○	○	○
○	○	○	Limited after school and other support services for parents result in overdependence on institutionalization.	○	○	○
○	○	○	Independent Living Skills training needs to be expanded for more realistic community based living opportunities.	○	○	○
○	○	○	Few formalized cooperative agreements exist between local Community Mental Health Centers and schools systems.	○	○	○
○	○	○	Improved discharge planning with other agencies is needed to assure continuity of care.	○	○	○
○	○	○	Need for specific information about large numbers of severely handicapped youth in nursing homes.	○	○	○
○	○	○	More quality community based residential options are needed.	○	○	○
○	○	○	Need for formalized evaluation of residential program success and efficacy.	○	○	○
○	○	○	Specialized placements are needed in-state for multiply diagnosed severely handicapped students; such placements would result in decreased expenditures for out-of-state placements for hard to place children and youth.	○	○	○
○	○	○	A centralized committee is needed to facilitate residential placements.	○	○	○
○	○	○	Need for an interagency continuum of vocational training at local levels, including community based training, supportive work models (salaried and non-salaried), work adjustment programs, and career planning.	○	○	○
○	○	○	Expanded cooperation among Special Education, Rehabilitation Services, Vocational Education, and other agencies is needed.	○	○	○
○	○	○	Planning for transition is needed; including movement from one training setting to another in the interagency continuum of sites, as well as from school-age programs to the adult world of work.	○	○	○
○	○	○	Structured awareness activities need to occur for legislators, private industry, and the community impacted by service delivery, via a variety of media and methods, resulting in heightened public awareness and community responsibility.	○	○	○
○	○	○	Agencies need to use advancing technologies for professional skills development, including medical and diagnostic innovations, robotics, computers.	○	○	○
○	○	○	Agencies need improved staff development programming, including cooperative training and use of in-house expertise, and directed at common cross-agency concerns such as Drug Education, Sex Education, and Parent Education.	○	○	○
○	○	○	Need for improved parent services, parent education, and parent involvement exists among agency programs at all levels, including systematic training for natural and surrogate parents who keep special needs children in their home as an alternative to institutionalization.	○	○	○
○	○	○	Cooperative training programs are needed between college/university trainers and the agencies providing service delivery.	○	○	○
○	○	○	Increase is needed in structured interagency parent education, including early intervention strategies and knowledge of services available.	○	○	○
○	○	○	Prevention and follow-up activities need to be focused on neonates at risk (birth through two).	○	○	○
○	○	○	Early identification and diagnostic capacities need to be improved and expanded.	○	○	○
○	○	○	Need for expansion of direct and support services in the state for preschool handicapped children, expecially birth through three year olds.	○	○	○

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RESHAPE NEEDS ASSESSMENT

RANK	MEAN DEGREE OF WEAKNESS	WEAKNESS
1	1.33	26. NEED FOR EXPANSION OF DIRECT AND SUPPORT SERVICES IN THE STATE FOR PRE-SCHOOL HANDICAPPED CHILDREN, ESPECIALLY BIRTH THROUGH THREE YEAR OLDS.
2	1.50	11. MORE QUALITY COMMUNITY-BASED RESIDENTIAL OPTIONS ARE NEEDED.
3	1.50	25. EARLY IDENTIFICATION AND DIAGNOSTIC CAPACITIES NEED TO BE IMPROVED AND EXPANDED.
4	1.54	8. FEW FORMALIZED COOPERATIVE AGREEMENTS EXIST BETWEEN LOCAL COMMUNITY MENTAL HEALTH CENTERS AND SCHOOL SYSTEMS.
5	1.6[illegible]	7. INDEPENDENT LIVING SKILLS TRAINING NEEDS TO BE EXPANDED FOR MORE REALISTIC COMMUNITY-BASED LIVING OPPORTUNITIES.
6	1.66	16. EXPANDED COOPERATION AMONG SPECIAL EDUCATION, REHAB SERVICES, VOCATIONAL ED AND OTHER AGENCIES IS NEEDED
7	1.66	20. AGENCIES NEED IMPROVED STAFF DEVELOPMENT PROGRAMMING INCLUDING COOPERATIVE TRAINING AND USE OF IN-HOUSE EXPERTISE, AND DIRECTED AT COMMON CROSS-AGENCY CONCERNS SUCH AS DRUG, SEX AND PARENT EDUCATION.
8	1.66	21. NEED FOR IMPROVED PARENT SERVICES, PARENT ED, AND PARENT INVOLVEMENT EXISTS AMONG AGENCIES, INCLUDING SYSTEMATIC TRAINING FOR NATURAL & SURROGATE PARENTS FOR THE HOME AS AN ALTERNATIVE TO AN INSTITUTION.
9	1.66	23. INCREASE IS NEEDED IN STRUCTURED INTERAGENCY PARENT EDUCATION, INCLUDING EARLY INTERVENTION STRATEGIES AND KNOWLEDGE OF SERVICES AVAILABLE.
10	1.70	4. LACK OF COORDINATED FOLLOW THROUGH ON BEHALF OF INDIVIDUALS.
11	1.75	14. A CENTRALIZED COMMITTEE IS NEEDED TO FACILITATE RESIDENTIAL PLACEMENTS.
12	1.83	2. LACK OF INTERAGENCY COMPREHENSIVE TREATMENT PLANNING.
[illegible]3	1.83	13. SPECIALIZED PLACEMENTS ARE NEEDED FOR MULTIPLY DIAGNOSED SEVERELY HANDICAPPED STUDENTS; SUCH PLACEMENTS WOULD RESULT IN DECREASED EXPENDITURES FOR OUT-OF-STATE PLACEMENTS FOR HARD TO PLACE YOUTH.
14	1.83	17. PLANNING FOR TRANSITION IS NEEDED; INCLUDING MOVEMENT FROM ONE TRAINING SETTING TO ANOTHER IN THE INTERAGENCY CONTINUUM OF SITES, AS WELL AS FROM SCHOOL-AGE PROGRAMS TO THE ADULT WORLD OF WORK.

RESHAPE NEEDS ASSESSMENT

RANK	MEAN DEGREE X POTENTIAL	WEAKNESS
1	2.36	23. INCREASE IS NEEDED IN STRUCTURED INTERAGENCY PARENT EDUCATION, INCLUDING EARLY INTERVENTION STRATEGIES AND KNOWLEDGE OF SERVICES AVAILABLE.
2	2.44	26. NEED FOR EXPANSION OF DIRECT AND SUPPORT SERVICES IN THE STATE FOR PRE-SCHOOL HANDICAPPED CHILDREN, ESPECIALLY BIRTH THROUGH THREE YEAR OLDS.
3	2.50	5. AGENCY PERSONNEL NEED INCREASED AWARENESS OF ROLES, AVAILABLE SERVICES, RESPONSIBILITIES, LIMITATIONS OF EACH AGENCY.
4	2.50	25. EARLY IDENTIFICATION AND DIAGNOSTIC CAPACITIES NEED TO BE IMPROVED AND EXPANDED.
5	2.53	4. LACK OF COORDINATED FOLLOW THROUGH ON BEHALF OF INDIVIDUALS.
6	2.63	16. EXPANDED COOPERATION AMONG SPECIAL EDUCATION, REHAB SERVICES, VOCATIONAL ED AND OTHER AGENCIES IS NEEDED
7	2.63	20. AGENCIES NEED IMPROVED STAFF DEVELOPMENT PROGRAMMING INCLUDING COOPERATIVE TRAINING AND USE OF IN-HOUSE EXPERTISE, AND DIRECTED AT COMMON CROSS-AGENCY CONCERNS SUCH AS DRUG, SEX AND PARENT EDUCATION.
8	2.82	2. LACK OF INTERAGENCY COMPREHENSIVE TREATMENT PLANNING.
9	2.83	1. LIMITED INTERAGENCY SHARING OF SERVICES.
10	2.91	21. NEED FOR IMPROVED PARENT SERVICES, PARENT ED, AND PARENT INVOLVEMENT EXISTS AMONG AGENCIES, INCLUDING SYSTEMATIC TRAINING FOR NATURAL & SURROGATE PARENTS FOR THE HOME AS AN ALTERNATIVE TO AN INSTITUTION.
11	3.00	11. MORE QUALITY COMMUNITY-BASED RESIDENTIAL OPTIONS ARE NEEDED.
12	3.05	7. INDEPENDENT LIVING SKILLS TRAINING NEEDS TO BE EXPANDED FOR MORE REALISTIC COMMUNITY-BASED LIVING OPPORTUNITIES.
13	3.05	17. PLANNING FOR TRANSITION IS NEEDED; INCLUDING MOVEMENT FROM ONE TRAINING SETTING TO ANOTHER IN THE INTERAGENCY CONTINUUM OF SITES, AS WELL AS FROM SCHOOL-AGE PROGRAMS TO THE ADULT WORLD OF WORK.
14	3.08	8. FEW FORMALIZED COOPERATIVE AGREEMENTS EXIST BETWEEN LOCAL COMMUNITY MENTAL HEALTH CENTERS AND SCHOOL SYSTEMS.
15	3.12	3. LACK OF COORDINATED SERVICES BASED ON CHILD'S NEEDS, RESULTING IN PIECEMEAL SERVICE DELIVERY

AFFECTIVE BEHAVIOR

STUDENT NAME	ROSTER #	**STUDENT ROSTER NUMBER**
	FIRST DIGIT	0 1 2 3 4 5 6 7 8 9
	SECOND DIGIT	0 1 2 3 4 5 6 7 8 9

GOAL 1

To successfully participate in school structure and routine by:

SHORT TERM OBJECTIVES

GOAL STEM								
A	1	2	3	4	5	6	7	8
B	9	10	11	12	13	14	15	16
C	17	18	19	20	21	22	23	24
D	25	26	27	28	29	30	31	32
E	33	34	35	36	37	38	39	40
F	41	42	43	44	A	B		
G								

GOAL 2

To improve self-concept by demonstrating appropriate behaviours through:

SHORT TERM OBJECTIVES

GOAL STEM								
A	1	2	3	4	5	6	7	8
B	9	10	11	12	13	14	15	16
C	17	18	19	20	21	22	23	24
D	25	26	27	A	B			
E								

GOAL 3

The student will increase socialization skills in the school environment by demonstrating the following:

SHORT TERM OBJECTIVES

GOAL STEM								
A	1	2	3	4	5	6	7	8
B	9	10	11	12	13	14	15	16
C	17	18	19	20	21	22	23	24
D	25	26	27	28	29	30	31	32
E	33	34	35	36	37	A	B	

GOAL 4

The student will maintain socialization skills by transferring learned behaviour to various school settings.

SHORT TERM OBJECTIVES

1	2	3	4	5	6	7	8
A	B						

FEED THIS DIRECTION

FORM NO. 20996-MET

SCAN-TRON®

ANNUAL GOALS AND SHORT TERM OBJECTIVES

READINESS

READING

LANGUAGE ARTS

MATH

STUDENT NAME

ROSTER #

STUDENT ROSTER NUMBER

FIRST DIGIT	0 1 2 3 4 5 6 7 8 9
SECOND DIGIT	0 1 2 3 4 5 6 7 8 9

ANNUAL GOALS	SHORT TERM OBJECTIVES
1. READINESS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 A B
2. WORD RECOGNITION	1 2 3 4 5 6 A B
3. READING	1 2 3 A B
4. WORD ANALYSIS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 A B
5. VOCABULARY	1 2 3 4 5 A B
6. HANDWRITING	1 2 3 A B
7. GRAMMAR	1 2 3 A B
8. SPELLING	1 2 3 4 5 A B
9. REFERENCE SKILLS	1 2 3 4 5 6 7 8 9 A B
10. GRADE LEVEL MATH	1 A B
11. NUMBERS	1 2 3 4 5 6 7 8 9 10 11 12 13 A B
12. OPERATIONS	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 A B
13. MEASUREMENT (MONEY/TIME)	1 2 3 4 5 6 7 8 9 10 11 12 13 A B
14. CALENDAR	1 2 3 4 A B
15. LINEAR MEASUREMENT	1 2 3 A B
16. LIQUID MEASUREMENT	1 2 A B
17. WEIGHT MEASUREMENT	1 2 3 A B
18. GEOMETRY	1 2 3 4 5 6 7 8 A B
19. FINE MOTOR	1 A B
20. READING (COMPREHENSIVE)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 A B
21. LANGUAGE ARTS (COMPREHENSIVE)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 A B
22. MATH (COMPREHENSIVE)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 A B

FEED THIS DIRECTION

SCAN-TRON • FORM NO. 2862-MET

GOAL 1: READINESS

This student will demonstrate mastery of readiness skills to the (   ) level of performance.

OBJECTIVES

1. When presented with samples of the eight colors and three hues in an order commonly taught, this student will correctly name (#   ) of the colors and hues.

2. When presented with 3 printed symbols (design, letters or words) which are alike and 1 which is different, the student will be able to visually discriminate the different one with 90% accuracy.

3. When presented with 6 geometric designs of graduated developmental levels, the student will use pencil & paper to reproduce (#   ) of the designs in a scorable manner.

4. When presented with (#   ) printed symbols for 5 seconds, the student will use pencil & paper to demonstrate his ability to visually recall the symbols by reproducing them from memory.

5. When asked to draw a picture of a person and given pencil & paper, the student will demonstrate the level of his body image by drawing a picture of a person with (#   ) body parts.

6. The student will demonstrate his gross motor coordination development by performing gross motor skills of graduated developmental levels when requested to do so by the teacher.

7. The student will demonstrate his ability to identify the parts of the body by touching or pointing to (#   ) of his body parts when requested to do so by the teacher.

8. The student will demonstrate the comprehension of (#   ) directional and positional concepts (words) commonly taught by following directions which require the comprehension of the concepts.

9. Provided with appropriate materials and setting, the student will demonstrate the level of his ability to perform manipulative skills of different developmental levels.

10. The student will demonstrate a level of verbal fluency by conversing, asking questions, and sharing experiences verbally in an appropriate social setting.

11. When given (#   ) verbal direction(s), the student will correctly remember and execute the direction(s).

12. When presented with picture of objects with names which have initial sounds of different developmental levels, the student will correctly articulate (#   ) of the initial sounds when naming the objects.

13. The student will demonstrate his ability to give personal data verbally by responding correctly when asked.

14. When presented auditorily with sentences of (#   ) syllables in length, the student will demonstrate an immediate auditory recall ability by correctly repeating each sentence.

NAME	BILL JONES
ID #	12345 (ROSTER #1)
BIRTH DATE	10-14-70
SP ED TCHR	MYERS
REG TEACHER	SMITH
SCHOOL	JACKSON JR.
EXCEPTLTYS	MI SI
DATE	5-15-84

RECOMMENDED LIST OF ANNUAL GOALS AND SHORT TERM OBJECTIVES (ACADEMICS AREA)

READINESS / LINGUISTICS / MATHEMATICS

GOAL 1 WORD ANALYSIS (G-4)

THIS STUDENT WILL DEMONSTRATE WORD ANALYSIS SKILLS TO THE (   ) LEVEL OF PERFORMANCE.

OBJECTIVES:

	AS MSRD BY	MASTERY DATE	END OF YR LVL	REGRESS RECOUP
1. WHEN PRESENTED WITH A PAIR OF 1 SYLLABLE WORDS- THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE AUDITORILY BY INDICATING WHICH WORDS SOUND ALIKE OR DIFFERENT FOR (#) OF 26 SOUNDS.	BRIGANCE	-------	------	-------
2. ORALLY GIVEN WORDS WITH INITIAL CONSONANTS- THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE INITIAL CONSONANT SOUNDS BY NAMING (#) CORRECTLY FROM A TOTAL OF 21 DIFFERENT CONSONANTS.	BRIGANCE	-------	------	-------
3. GIVEN A LIST OF 20 CONSONANTS IN THE ORDER COMMONLY TAUGHT- THE STUDENT WILL INDICATE THE SOUND (#) THE CONSONANTS HAVE OR MAKE IN THE INITIAL POSITION.	BRIGANCE	-------	------	-------

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

4. STUDENT I.D. # ____________________

PRIMARY TEACHERS DO NOT FILL IN I.D. #
SECONDARY TEACHERS SKIP TO ITEMS 10-11.

MONTH		DAY				YEAR			
JAN	SEP	1	9	17	25	60	68	76	84
FEB	OCT	2	10	18	26	61	69	77	85
MAR	NOV	3	11	19	27	62	70	78	86
APR	DEC	4	12	20	28	63	71	79	87
MAY		5	13	21	29	64	72	80	88
JUN		6	14	22	30	65	73	81	89
JUL		7	15	23	31	66	74	82	90
AUG		8	16	24		67	75	83	91

5. BIRTH DATE ________ / ________ / ________
MONTH DAY YEAR

GRADE		SCHOOL CODE				SEX	PRIMARY HANDICAP	
K	9	0	0	0	0	M	MI	DF
1	10	1	1	1	1	F	MO	IH
2	11	2	2	2	2		SM	SI
3	12	3	3	3	3		BD	GF
4		4	4	4	4		LD	DB
5		5	5	5	5		HH	OH
6		6	6	6	6		BL	
7		7	7	7	7		PS	
8		8	8	8	8			
		9	9	9	9			

RACE: BLACK ☐ WHITE ☐ HISPANIC ☐ AM. INDIAN ☐ OTHER ☐

6. GRADE ________

SCHOOL ________

SCHOOL CODE ________

SEX ________

RACE ________

PRIMARY HANDICAP ________

ENTRY DATE

MO	DAY			YR
JAN	1	13	25	82
FEB	2	14	26	83
MAR	3	15	27	84
APR	4	16	28	85
MAY	5	17	29	86
JUN	6	18	30	87
JUL	7	19	31	88
AUG	8	20		89
SEP	9	21		90
OCT	10	22		91
NOV	11	23		92
DEC	12	24		93

TERMINATION DATE

MO	DAY			YR
JAN	1	13	25	82
FEB	2	14	26	83
MAR	3	15	27	84
APR	4	16	28	85
MAY	5	17	29	86
JUN	6	18	30	87
JUL	7	19	31	88
AUG	8	20		89
SEP	9	21		90
OCT	10	22		91
NOV	11	23		92
DEC	12	24		93

7. ENTRY DATE ________ / ________ / ________
MONTH DAY YEAR

TERMINATION DATE ________ / ________ / ________
MONTH DAY YEAR

FEED THIS DIRECTION

DATE LAST PSYCHOLOGICAL

MONTH			YEAR	
JAN	MAY	SEP	79	83
FEB	JUN	OCT	80	84
MAR	JUL	NOV	81	85
APR	AUG	DEC	82	86

DATE LAST STAFFING

MONTH			YEAR	
JAN	MAY	SEP	81	85
FEB	JUN	OCT	82	86
MAR	JUL	NOV	83	87
APR	AUG	DEC	84	88

8. DATE LAST PSYCHOLOGICAL ________ / ________
MONTH YEAR

DATE LAST STAFFING ________ / ________
MONTH YEAR

RELATED SERVICE: PT ☐ OT ☐ APE ☐ T ☐ C ☐ I ☐ O ☐

MARK THOSE WHICH APPLY
- ☐ SPECIAL K
- ☐ NO PRIMARY SERVICE
- ☐ NO SECONDARY SERVICE
- ☐ STATE SCHOOL
- ☐ INSTITUTIONS
- ☐ DHR CENTER
- ☐ PRIVATE PLACEMENT

9. RELATED SERVICES ____________________

MARK THOSE WHICH APPLY:
- ( ) SPECIAL K
- ( ) NO PRIMARY SERVICE
- ( ) NO SECONDARY SERVICE
- ( ) STATE SCHOOL
- ( ) INSTITUTIONS
- ( ) DHR CENTER
- ( ) PRIVATE PLACEMENT

TEACHER I.D. #

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DELIVERY METHOD: S ☐ I ☐ R ☐ N ☐ V ☐

FUNDED: STATE ☐ FEDERAL ☐ LOCAL ☐

TREATMENT RECEIVED: FULL ☐ PART ☐ WAIT ☐

TEACHER TIME SPENT: FULL ☐ HALF ☐

10. TEACHER NAME ________________ **TEACHER ID #** ________________

DELIVERY METHOD ________________

FUNDED BY ________________

DEGREE OF YOUR TREATMENT RECEIVED BY THIS STUDENT ________

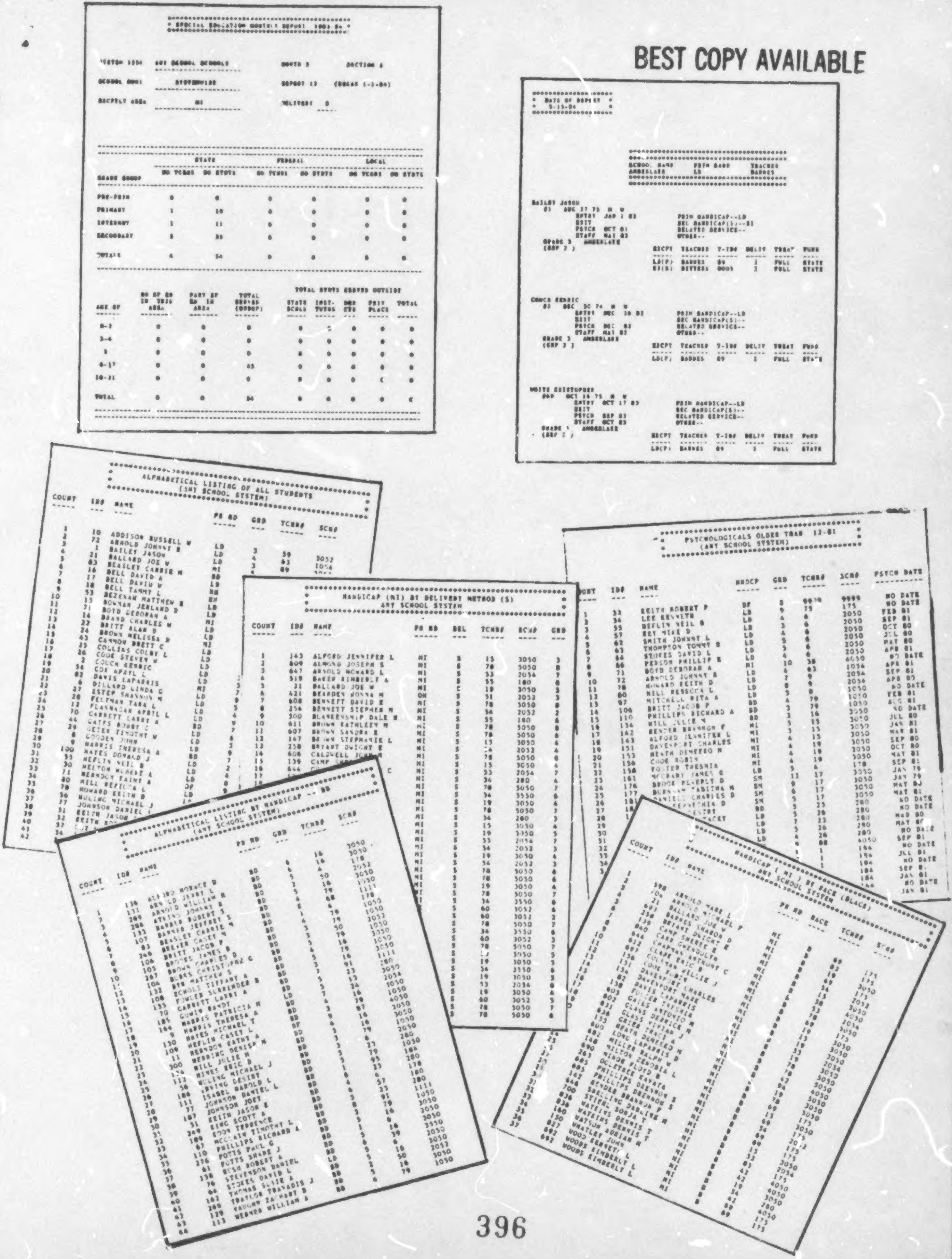
AMOUNT OF YOUR TIME SPENT RENDERING THIS TREATMENT ________

SECONDARY HANDICAP (CODE ONLY ONE): MI ☐ MO ☐ SM ☐ BD ☐ LD ☐ HH ☐ BL ☐ PS ☐ DF ☐ IH ☐ SI ☐ GF ☐ DB ☐ OH ☐ RVL ☐

11. SECONDARY HANDICAP THIS STUDENT HAS THAT YOU SERVE ________________

TO BE CODED BY PROVIDERS OF THIS SECONDARY SERVICE

BEST COPY AVAILABLE



SPECIAL EDUCATION MONTHLY REPORT

ALPHABETICAL LISTING OF ALL STUDENTS (ANY SCHOOL SYSTEM)

HANDICAP (MI) BY DELIVERY METHOD (S) ANY SCHOOL SYSTEM

PSYCHOLOGICALS OLDER THAN 12-81 (ANY SCHOOL SYSTEM)

ALPHABETICAL LISTING BY HANDICAP -- BD (ANY SCHOOL SYSTEM)

HANDICAP (MI) BY RACE (BLACK) ANY SCHOOL SYSTEM

Friday, March 22, 10:30-11:45 am
Bernie Hannon

- ABSTRACT -

Strategies for working with Rural School Boards and Legislators:

The process of Special Education is an important and necessary part of the community school. If it is to succeed it must be a part of that school and not apart from it. We also believe that the education of the special student is the responsibility of many people, not just the special educator. With these thoughts in mind a discussion will ensue regarding necessary support by such "significant others" as the Board and Legislators who do indeed effect programs and programming.

The School Board in its policy making role must have accurate, current and useful information from which "best decisions" can be made. The Board has a wide range of responsibility in its provision for all components of the community school. It would be wise to remember that Special Education is just one of the many facets of the school that needs constant support. Boards should know, through constructive and proper methods, that our needs, successes and hopes are important in consideration of the general school. We will discuss ways to work with the Rural School Board in the process of strengthening Special Education.

Lest we forget, a major portion of our role, activities, responsibilities and range of program came about through legislation and legislative action. We are, as program managers, in good position to assess the impact and consequence of legislative action. Legislators commonly complain about the lack and usefulness of information given to them prior to and after Rules' passage. The groups who so urgently demand change go on to other issues, seldom expressing appreciation or rendering help in the evaluation of lawful change. We should be aware of this need, selective in the kinds of information to report and wise in the timing of legislator contact. There are ways - and ways . We'll talk about this.

Friday, March 22, 10:30-11:45 am
Joan Kane, Betty Anderson
Richard Gill

A MODEL FOR EARLY INTERVENTION FOR RURAL HIGH RISK INFANTS

The purpose of the presentation is to describe a rural early intervention delivery model for high risk infants 0 to 3 years of age. The center serves eight rural parishes (counties) in South Louisiana. The population consists of predominantly low income fishermen and farmers who speak little English. There is a strong family orientation due in part to their French-Acadian culture and in part to their religious background. The tendency is to care for the children within the home and the family members are reluctant to ask for outside help or to admit any imperfections. This makes identification and delivery of services difficult.

The Early Intervention Program is located in one parish (county) with two parish (county) satellites. The program serves about 170 babies from the eight parishes. This presentation will describe the Early Intervention Program for servicing these high risk infants and their families. Our description of the program will include the following components:

- the system of obtaining referrals through interagency cooperation and contacts with the Neonatal Intensive Care Unites (NICUs) in area hospitals
- the assessment procedures and instruments for identification of high risk infants
- the education and health care programs for the babies and their families
- the possible effects of early intervention on later performance.

A videotape showing the rural settings and some of the infants as they are being served by the clinic is planned.

Phebe Schwartz
Friday, 3/22 -- 10:30-11:45 AM

SELF-PORTRAITS : AN ART ACTIVITY FOR USE WITH EXCEPTIONAL CHILDREN

An art activity will be explained and demonstrated, using full-sized self-portraits as a learning tool and therapeutic tool for children with various disabilities. Participants will be guided through the activity. Uses/adaptations with specific disabilities will be discussed.

No art experience is required--you don't need to "draw a straight line".